**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Application UG | Application PG | Fee/Payment UG | Fee/Payment PG | Transcript UG | Transcript PG | Fingerprint check UG | Fingerprint check PG | Background check UG | Background check PG | Experience in classroom UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alliant International University | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | No | NA |
| Azusa Pacific University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Brandman University | NA | Yes | NA | No | NA | Yes | NA | No | NA | No | NA |
| California Baptist University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No |
| California Lutheran University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| California State Polytechnic University, Pomona | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| California State University, Bakersfield | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| California State University, Channel Islands | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| California State University, Chico | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |

Program Admission - Alternative Route

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Application UG | Application PG | Fee/Payment UG | Fee/Payment PG | Transcript UG | Transcript PG | Fingerprint check UG | Fingerprint check PG | Background check UG | Background check PG | Experience in classroom UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Dominguez Hills | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| California State University, East Bay | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| California State University, Fresno | NA | Yes | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, Fullerton | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| California State University, Long Beach | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes | NA |
| California State University, Los Angeles | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| California State University, Monterey Bay | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| California State University, Northridge | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |

Program Admission - Alternative Route

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Application UG | Application PG | Fee/Payment UG | Fee/Payment PG | Transcript UG | Transcript PG | Fingerprint check UG | Fingerprint check PG | Background check UG | Background check PG | Experience in classroom UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Sacramento | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| California State University, San Bernardino | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| California State University, San Marcos | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| California State University, Stanislaus | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| CalState TEACH | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Chapman University | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | No | NA |
| Claremont Graduate University | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| Concordia University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Dominican University of California | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |

Program Admission - Alternative Route

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Application UG | Application PG | Fee/Payment UG | Fee/Payment PG | Transcript UG | Transcript PG | Fingerprint check UG | Fingerprint check PG | Background check UG | Background check PG | Experience in classroom UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Fortune School of Education (Project Pipline) | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Fresno Pacific University | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| High Tech High Communities | NA | No | NA | No | NA | Yes | NA | Yes | NA | Yes | NA |
| Holy Names University | No | Yes | No | Yes | No | Yes | No | No | No | No | No |
| Humboldt State University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| IMPACT (San Joaquin County Office of Education) | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| La Sierra University | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes | Yes | No |
| Los Angeles Unified School District | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes | NA |
| Loyola Marymount University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Mount St. Mary's College | Yes | Yes | No | Yes | Yes | Yes | No | No | No | No | Yes |

Program Admission - Alternative Route

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Application UG | Application PG | Fee/Payment UG | Fee/Payment PG | Transcript UG | Transcript PG | Fingerprint check UG | Fingerprint check PG | Background check UG | Background check PG | Experience in classroom UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| National Hispanic University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| National University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No |
| Notre Dame de Namur University | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | No | NA |
| Oakland Unified School District | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes | NA |
| Orange County Office of Education | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Pacific Oaks College | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | No | NA |
| Patten University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Pepperdine University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Point Loma Nazarene University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| San Diego City Unified School District | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |

Program Admission - Alternative Route

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Application UG | Application PG | Fee/Payment UG | Fee/Payment PG | Transcript UG | Transcript PG | Fingerprint check UG | Fingerprint check PG | Background check UG | Background check PG | Experience in classroom UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| San Diego State University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| San Francisco State University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| San Jose State University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Santa Clara University | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | No | NA |
| Sonoma State University | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| St. Mary's College of California | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| Stanislaus County Office of Education | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes | NA |
| Touro University | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | No | NA |
| University of California, Irvine | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| University of California, Los Angeles | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| University of California, Riverside | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |

Program Admission - Alternative Route

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Application UG | Application PG | Fee/Payment UG | Fee/Payment PG | Transcript UG | Transcript PG | Fingerprint check UG | Fingerprint check PG | Background check UG | Background check PG | Experience in classroom UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| University of California, San Diego | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA |
| University of LaVerne | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | No | No | No |
| University of Phoenix | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes | NA |
| University of Redlands | No | Yes | No | No | No | Yes | No | Yes | No | Yes | No |
| University of San Francisco | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | No | NA |
| University of the Pacific | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No |
| Whittier College | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |

**Section 1a. Pro**
     **at (**

| Institution | Experience in classroom PG | Minimum Credits Completed UG | Minimum Credits Completed PG | HS GPA UG | HS GPA PG | UG GPA UG | UG GPA PG | Content GPA UG | Content GPA PG | Professional GPA UG | Professional GPA PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alliant International University | No | NA | No | NA | No | NA | Yes | NA | No | NA | No |
| Azusa Pacific University | No | NA | No | NA | No | NA | Yes | NA | Yes | NA | Yes |
| Brandman University | No | NA | No | NA | No | NA | Yes | NA | Yes | NA | Yes |
| California Baptist University | No | Yes | Yes | No | No | Yes | No | No | No | No | No |
| California Lutheran University | Yes | NA | No | NA | No | NA | Yes | NA | No | NA | Yes |
| California State Polytechnic University, Pomona | Yes | No | Yes | No | No | No | Yes | No | Yes | No | Yes |
| California State University, Bakersfield | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes | Yes |
| California State University, Channel Islands | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| California State University, Chico | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |

**Section 1a. Pro**
    at (

| Institution | Experience in classroom PG | Minimum Credits Completed UG | Minimum Credits Completed PG | HS GPA UG | HS GPA PG | UG GPA UG | UG GPA PG | Content GPA UG | Content GPA PG | Professional GPA UG | Professional GPA PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Dominguez Hills | Yes | NA | Yes | NA | No | NA | Yes | NA | No | NA | Yes |
| California State University, East Bay | Yes | NA | No | NA | No | NA | Yes | NA | Yes | NA | No |
| California State University, Fresno | Yes | NA | No | NA | No | NA | Yes | NA | No | NA | No |
| California State University, Fullerton | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| California State University, Long Beach | Yes | NA | Yes | NA | No | NA | Yes | NA | No | NA | Yes |
| California State University, Los Angeles | Yes | NA | Yes | NA | No | NA | No | NA | Yes | NA | Yes |
| California State University, Monterey Bay | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes | Yes |
| California State University, Northridge | Yes | No | Yes | No | No | No | Yes | No | No | No | No |

Program Admission - Alternative Route

**Section 1a. Pro**
at

| Institution | Experience in classroom PG | Minimum Credits Completed UG | Minimum Credits Completed PG | HS GPA UG | HS GPA PG | UG GPA UG | UG GPA PG | Content GPA UG | Content GPA PG | Professional GPA UG | Professional GPA PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Sacramento | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| California State University, San Bernardino | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| California State University, San Marcos | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| California State University, Stanislaus | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes | Yes |
| CalState TEACH | Yes | NA | Yes | NA | No | NA | Yes | NA | No | NA | No |
| Chapman University | No | NA | No | NA | No | NA | Yes | NA | Yes | NA | Yes |
| Claremont Graduate University | No | No | Yes | No | No | No | No | No | No | No | No |
| Concordia University | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| Dominican University of California | Yes | NA | Yes | NA | No | NA | Yes | NA | No | NA | No |

**Section 1a. Pro**
      **at**

| Institution | Experience in classroom PG | Minimum Credits Completed UG | Minimum Credits Completed PG | HS GPA UG | HS GPA PG | UG GPA UG | UG GPA PG | Content GPA UG | Content GPA PG | Professional GPA UG | Professional GPA PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Fortune School of Education (Project Pipline) | No | NA | No | NA | No | NA | No | NA | No | NA | No |
| Fresno Pacific University | Yes | No | Yes | No | No | No | Yes | No | No | No | Yes |
| High Tech High Communities | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| Holy Names University | No | No | No | No | No | No | Yes | No | Yes | No | No |
| Humboldt State University | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| IMPACT (San Joaquin County Office of Education) | No | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| La Sierra University | No | Yes | Yes | No | No | No | No | Yes | Yes | Yes | Yes |
| Los Angeles Unified School District | Yes | NA | No | NA | No | NA | Yes | NA | Yes | NA | Yes |
| Loyola Marymount University | Yes | NA | No | NA | No | NA | Yes | NA | No | NA | No |
| Mount St. Mary's College | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes | Yes |

Program Admission - Alternative Route

| Institution | Experience in classroom PG | Minimum Credits Completed UG | Minimum Credits Completed PG | HS GPA UG | HS GPA PG | UG GPA UG | UG GPA PG | Content GPA UG | Content GPA PG | Professional GPA UG | Professional GPA PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| National Hispanic University | No | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| National University | No | No | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes |
| Notre Dame de Namur University | Yes | NA | No | NA | No | NA | No | NA | No | NA | No |
| Oakland Unified School District | No | NA | No | NA | No | NA | No | NA | No | NA | No |
| Orange County Office of Education | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| Pacific Oaks College | Yes | NA | No | NA | No | NA | No | NA | No | NA | No |
| Patten University | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| Pepperdine University | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | No |
| Point Loma Nazarene University | Yes | NA | Yes | NA | No | NA | No | NA | No | NA | No |
| San Diego City Unified School District | Yes | NA | Yes | NA | No | NA | No | NA | Yes | NA | Yes |

Program Admission - Alternative Route

**Section 1a. Pro**

   at

| Institution | Experience in classroom PG | Minimum Credits Completed UG | Minimum Credits Completed PG | HS GPA UG | HS GPA PG | UG GPA UG | UG GPA PG | Content GPA UG | Content GPA PG | Professional GPA UG | Professional GPA PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| San Diego State University | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| San Francisco State University | Yes | NA | Yes | NA | No | NA | No | NA | Yes | NA | Yes |
| San Jose State University | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| Santa Clara University | No | NA | No | NA | No | NA | No | NA | No | NA | No |
| Sonoma State University | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| St. Mary's College of California | No | NA | No | NA | No | NA | Yes | NA | No | NA | No |
| Stanislaus County Office of Education | No | NA | Yes | NA | No | NA | Yes | NA | No | NA | No |
| Touro University | Yes | NA | No | NA | No | NA | Yes | NA | No | NA | No |
| University of California, Irvine | Yes | No | Yes | No | No | No | Yes | No | Yes | No | Yes |
| University of California, Los Angeles | Yes | NA | No | NA | No | NA | Yes | NA | No | NA | No |
| University of California, Riverside | Yes | NA | Yes | NA | No | NA | Yes | NA | No | NA | Yes |

Program Admission - Alternative Route

**Section 1a. Pro**
      at

| Institution | Experience in classroom PG | Minimum Credits Completed UG | Minimum Credits Completed PG | HS GPA UG | HS GPA PG | UG GPA UG | UG GPA PG | Content GPA UG | Content GPA PG | Professional GPA UG | Professional GPA PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| University of California, San Diego | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| University of LaVerne | No | No | Yes | Yes | No | Yes | Yes | Yes | Yes | No | Yes |
| University of Phoenix | No | NA | No | NA | No | NA | Yes | NA | No | NA | No |
| University of Redlands | Yes | No | Yes | No | No | No | Yes | No | Yes | No | Yes |
| University of San Francisco | No | NA | No | NA | No | NA | Yes | NA | Yes | NA | No |
| University of the Pacific | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes |
| Whittier College | No | No | No | No | Yes | No | Yes | Yes | Yes | Yes | Yes |

Program Admission - Alternative Route

| Institution | ACT UG | ACT PG | SAT UG | SAT PG | GRE UG | GREPG | Basic Skills Test UG | Basic Skills Test PG | Subject Area UG | Subject Area PG | Miller UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alliant International University | NA | No | NA | No | NA | No | NA | Yes | NA | No | NA |
| Azusa Pacific University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Brandman University | NA | No | NA | No | NA | Yes | NA | Yes | NA | No | NA |
| California Baptist University | No | No | No | No | No | No | Yes | Yes | No | No | No |
| California Lutheran University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State Polytechnic University, Pomona | No | No | No | No | No | No | No | Yes | No | Yes | No |
| California State University, Bakersfield | No | No | No | No | No | No | Yes | Yes | Yes | Yes | No |
| California State University, Channel Islands | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, Chico | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |

Program Admission - Alternative Route

**Section 1a. Pro**
   **at**

| Institution | ACT UG | ACT PG | SAT UG | SAT PG | GRE UG | GREPG | Basic Skills Test UG | Basic Skills Test PG | Subject Area UG | Subject Area PG | Miller UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Dominguez Hills | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, East Bay | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, Fresno | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, Fullerton | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, Long Beach | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, Los Angeles | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, Monterey Bay | No | No | No | No | No | No | Yes | Yes | Yes | Yes | No |
| California State University, Northridge | No | No | No | No | No | No | No | Yes | No | Yes | No |

Program Admission - Alternative Route

**Section 1a. Pro**

at

| Institution | ACT UG | ACT PG | SAT UG | SAT PG | GRE UG | GREPG | Basic Skills Test UG | Basic Skills Test PG | Subject Area UG | Subject Area PG | Miller UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Sacramento | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, San Bernardino | Yes | No | No | No | No | No | Yes | Yes | Yes | Yes | No |
| California State University, San Marcos | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| California State University, Stanislaus | No | No | No | No | No | No | Yes | Yes | Yes | Yes | No |
| CalState TEACH | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Chapman University | NA | No | NA | No | NA | Yes | NA | No | NA | No | NA |
| Claremont Graduate University | No | No | No | No | No | No | No | No | No | No | No |
| Concordia University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Dominican University of California | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |

Program Admission - Alternative Route

**Section 1a. Pro**

at

| Institution | ACT UG | ACT PG | SAT UG | SAT PG | GRE UG | GREPG | Basic Skills Test UG | Basic Skills Test PG | Subject Area UG | Subject Area PG | Miller UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Fortune School of Education (Project Pipline) | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Fresno Pacific University | No | No | No | No | No | No | No | Yes | No | Yes | No |
| High Tech High Communities | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Holy Names University | No | No | No | No | No | No | No | No | No | No | No |
| Humboldt State University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| IMPACT (San Joaquin County Office of Education) | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| La Sierra University | No | No | No | No | No | No | Yes | Yes | Yes | Yes | No |
| Los Angeles Unified School District | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Loyola Marymount University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Mount St. Mary's College | No | No | No | No | No | No | Yes | Yes | Yes | Yes | No |

Program Admission - Alternative  Route

**Section 1a. Pro**

at

| Institution | ACT UG | ACT PG | SAT UG | SAT PG | GRE UG | GREPG | Basic Skills Test UG | Basic Skills Test PG | Subject Area UG | Subject Area PG | Miller UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| National Hispanic University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| National University | No | No | No | No | No | No | No | No | No | No | No |
| Notre Dame de Namur University | NA | No | NA | No | NA | No | NA | No | NA | No | NA |
| Oakland Unified School District | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Orange County Office of Education | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Pacific Oaks College | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Patten University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Pepperdine University | NA | No | NA | No | NA | No | NA | No | NA | Yes | NA |
| Point Loma Nazarene University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| San Diego City Unified School District | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |

**Section 1a. Pro**
        at (

| Institution | ACT UG | ACT PG | SAT UG | SAT PG | GRE UG | GREPG | Basic Skills Test UG | Basic Skills Test PG | Subject Area UG | Subject Area PG | Miller UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| San Diego State University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| San Francisco State University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| San Jose State University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Santa Clara University | NA | No | NA | No | NA | No | NA | No | NA | No | NA |
| Sonoma State University | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| St. Mary's College of California | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Stanislaus County Office of Education | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| Touro University | NA | No | NA | No | NA | No | NA | No | NA | No | NA |
| University of California, Irvine | No | No | No | No | No | Yes | No | Yes | No | Yes | No |
| University of California, Los Angeles | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| University of California, Riverside | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |

**Section 1a. Pro**
      **at**

| Institution | ACT UG | ACT PG | SAT UG | SAT PG | GRE UG | GREPG | Basic Skills Test UG | Basic Skills Test PG | Subject Area UG | Subject Area PG | Miller UG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| University of California, San Diego | NA | No | NA | No | NA | Yes | NA | Yes | NA | Yes | NA |
| University of LaVerne | No | No | No | No | No | No | No | Yes | No | Yes | No |
| University of Phoenix | NA | No | NA | No | NA | No | NA | Yes | NA | No | NA |
| University of Redlands | No | No | No | No | No | No | No | Yes | No | Yes | No |
| University of San Francisco | NA | No | NA | No | NA | No | NA | Yes | NA | Yes | NA |
| University of the Pacific | Yes | No | Yes | No | No | No | Yes | Yes | Yes | Yes | No |
| Whittier College | No | No | No | No | No | No | No | Yes | No | Yes | No |

**Section 1a. Pro**
      at

| Institution | Miller PG | Recommendation UG | Recommendation PG | Essay UG | Essay PG | Interview UG | Interview PG | Resume UG | Resume PG | Degree UG | Degree PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alliant International University | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| Azusa Pacific University | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| Brandman University | Yes | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| California Baptist University | No | Yes | Yes | Yes | Yes | Yes | Yes | No | No | No | No |
| California Lutheran University | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| California State Polytechnic University, Pomona | No | No | Yes | No | Yes | No | Yes | No | No | No | Yes |
| California State University, Bakersfield | No | No | Yes | Yes | Yes | Yes | Yes | No | No | No | Yes |
| California State University, Channel Islands | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| California State University, Chico | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |

Program Admission - Alternative Route

**Section 1a. Pro**
      at

| Institution | Miller PG | Recommendation UG | Recommendation PG | Essay UG | Essay PG | Interview UG | Interview PG | Resume UG | Resume PG | Degree UG | Degree PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Dominguez Hills | No | NA | No | NA | No | NA | No | NA | No | NA | Yes |
| California State University, East Bay | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| California State University, Fresno | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| California State University, Fullerton | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| California State University, Long Beach | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| California State University, Los Angeles | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| California State University, Monterey Bay | No | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |
| California State University, Northridge | No | No | Yes | No | Yes | No | Yes | No | No | No | Yes |

Program Admission - Alternative  Route

| Institution | Miller PG | Recommendation UG | Recommendation PG | Essay UG | Essay PG | Interview UG | Interview PG | Resume UG | Resume PG | Degree UG | Degree PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Sacramento | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| California State University, San Bernardino | No | Yes | Yes | Yes | Yes | Yes | Yes | No | No | No | Yes |
| California State University, San Marcos | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| California State University, Stanislaus | No | Yes | Yes | Yes | Yes | Yes | Yes | No | No | Yes | Yes |
| CalState TEACH | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| Chapman University | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| Claremont Graduate University | No | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes |
| Concordia University | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| Dominican University of California | No | NA | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes |

**Section 1a. Pro**
      **at**

| Institution | Miller PG | Recommendation UG | Recommendation PG | Essay UG | Essay PG | Interview UG | Interview PG | Resume UG | Resume PG | Degree UG | Degree PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Fortune School of Education (Project Pipline) | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| Fresno Pacific University | No | No | Yes | No | Yes | No | Yes | No | No | No | Yes |
| High Tech High Communities | No | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| Holy Names University | No | No | Yes | No | Yes | No | Yes | No | No | No | Yes |
| Humboldt State University | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| IMPACT (San Joaquin County Office of Education) | No | NA | No | NA | No | NA | No | NA | No | NA | Yes |
| La Sierra University | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes |
| Los Angeles Unified School District | No | NA | Yes | NA | No | NA | Yes | NA | Yes | NA | Yes |
| Loyola Marymount University | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| Mount St. Mary's College | No | Yes | Yes | Yes | Yes | Yes | Yes | No | No | Yes | Yes |

Program Admission - Alternative Route

| Institution | Miller PG | Recommendation UG | Recommendation PG | Essay UG | Essay PG | Interview UG | Interview PG | Resume UG | Resume PG | Degree UG | Degree PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| National Hispanic University | No | NA | Yes | NA | Yes | NA | No | NA | No | NA | Yes |
| National University | No | No | No | No | No | Yes | Yes | No | No | No | Yes |
| Notre Dame de Namur University | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| Oakland Unified School District | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| Orange County Office of Education | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| Pacific Oaks College | No | NA | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes |
| Patten University | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| Pepperdine University | No | NA | Yes | NA | Yes | NA | No | NA | No | NA | Yes |
| Point Loma Nazarene University | No | NA | Yes | NA | No | NA | Yes | NA | No | NA | Yes |
| San Diego City Unified School District | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |

**Section 1a. Pro**

at

| Institution | Miller PG | Recommendation UG | Recommendation PG | Essay UG | Essay PG | Interview UG | Interview PG | Resume UG | Resume PG | Degree UG | Degree PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| San Diego State University | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| San Francisco State University | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| San Jose State University | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| Santa Clara University | No | NA | Yes | NA | Yes | NA | No | NA | No | NA | Yes |
| Sonoma State University | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| St. Mary's College of California | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| Stanislaus County Office of Education | No | NA | No | NA | Yes | NA | No | NA | No | NA | Yes |
| Touro University | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |
| University of California, Irvine | No | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes |
| University of California, Los Angeles | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| University of California, Riverside | No | NA | Yes | NA | Yes | NA | Yes | NA | No | NA | Yes |

**Section 1a. Pro**
       **at**

| Institution | Miller PG | Recommendation UG | Recommendation PG | Essay UG | Essay PG | Interview UG | Interview PG | Resume UG | Resume PG | Degree UG | Degree PG |
|---|---|---|---|---|---|---|---|---|---|---|---|
| University of California, San Diego | No | NA | Yes | NA | Yes | NA | No | NA | Yes | NA | Yes |
| University of LaVerne | No | No | Yes | No | Yes | No | Yes | No | No | No | Yes |
| University of Phoenix | No | NA | No | NA | No | NA | No | NA | No | NA | Yes |
| University of Redlands | No | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes |
| University of San Francisco | No | NA | Yes | NA | Yes | NA | Yes | NA | Yes | NA | Yes |
| University of the Pacific | No | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | No | Yes |
| Whittier College | No | No | Yes | No | Yes | No | Yes | No | No | No | Yes |

**Section 1a. Pro**
      at

| Institution | Job Offer UG | Job Offer PG | Personality Test UG | Personality Test PG | Other UG | Other PG | Other Specify | Formal Admission | Formal Admission Other Specify | Conditional Admission |
|---|---|---|---|---|---|---|---|---|---|---|
| Alliant International University | NA | No | NA | No | NA | Yes | passing TFE exam score | Postgraduate | | Yes |
| Azusa Pacific University | NA | Yes | NA | No | NA | Yes | Dispositions checklist | Postgraduate | | Yes |
| Brandman University | NA | Yes | NA | No | NA | No | Not Applicable | Postgraduate | | Yes |
| California Baptist University | No | No | No | No | No | No | | Other | Undergraduate and Postgraduate | Yes |
| California Lutheran University | NA | Yes | NA | No | NA | No | | Postgraduate | | Yes |
| California State Polytechnic University, Pomona | No | Yes | No | No | No | Yes | TB Clearance, Student Program Plan | Postgraduate | | Yes |
| California State University, Bakersfield | No | Yes | No | No | No | No | | Postgraduate | | Yes |
| California State University, Channel Islands | NA | Yes | NA | No | NA | Yes | Credential Request Form | Postgraduate | | No |
| California State University, Chico | NA | Yes | NA | No | NA | No | | Postgraduate | | Yes |

Program Admission - Alternative Route

**Section 1a. Pro**
    **at**

| Institution | Job Offer UG | Job Offer PG | Personality Test UG | Personality Test PG | Other UG | Other PG | Other Specify | Formal Admission | Formal Admission Other Specify | Conditional Admission |
|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Dominguez Hills | NA | Yes | NA | No | NA | No | N/A | Postgraduate | | No |
| California State University, East Bay | NA | Yes | NA | No | NA | Yes | Negative TB Test, US Constitution | Postgraduate | Bachelors Plus Early Pathway Program (BPEP) | Yes |
| California State University, Fresno | NA | Yes | NA | No | NA | Yes | orientation, medical clearance, advising form, university admission | Postgraduate | | Yes |
| California State University, Fullerton | NA | Yes | NA | No | NA | Yes | TB, MMR, Eng. Prof., prereq. coursework, CPR training, U.S. Const./Gov. | Postgraduate | | Yes |
| California State University, Long Beach | NA | Yes | NA | No | NA | No | | Postgraduate | | No |
| California State University, Los Angeles | NA | Yes | NA | No | NA | Yes | writing proficiency, speech, US Constitution | Postgraduate | | No |
| California State University, Monterey Bay | No | Yes | No | No | No | No | | Postgraduate | | Yes |
| California State University, Northridge | No | Yes | No | No | No | Yes | Pre-service Component, Tuberculosis Clearance and Language | Postgraduate | | No |

**Section 1a. Pro**
      at

| Institution | Job Offer UG | Job Offer PG | Personality Test UG | Personality Test PG | Other UG | Other PG | Other Specify | Formal Admission | Formal Admission Other Specify | Conditional Admission |
|---|---|---|---|---|---|---|---|---|---|---|
| California State University, Sacramento | NA | Yes | NA | No | NA | Yes | U.S. Constitution requirement | Postgraduate | | No |
| California State University, San Bernardino | No | Yes | No | No | No | No | | Other | see below | Yes |
| California State University, San Marcos | NA | Yes | NA | No | NA | No | | Postgraduate | | No |
| California State University, Stanislaus | Yes | Yes | No | No | No | No | | Other | Completion of prerequisites | No |
| CalState TEACH | NA | Yes | NA | No | NA | No | None | Postgraduate | | Yes |
| Chapman University | NA | No | NA | No | NA | No | Not Applicable | Postgraduate | | Yes |
| Claremont Graduate University | No | No | No | No | No | Yes | On-Site Writing Sample | Postgraduate | | Yes |
| Concordia University | NA | Yes | NA | No | NA | No | | Postgraduate | | No |
| Dominican University of California | NA | Yes | NA | No | NA | Yes | TB Test | Postgraduate | | No |

**Section 1a. Pro**
    **at**

| Institution | Job Offer UG | Job Offer PG | Personality Test UG | Personality Test PG | Other UG | Other PG | Other Specify | Formal Admission | Formal Admission Other Specify | Conditional Admission |
|---|---|---|---|---|---|---|---|---|---|---|
| Fortune School of Education (Project Pipline) | NA | Yes | NA | No | NA | Yes | Demonstration Lesson for ECO Candidates | Other | When application, Pre-Service, and employment requirements are met. | No |
| Fresno Pacific University | No | Yes | No | No | No | No | | Postgraduate | | No |
| High Tech High Communities | NA | Yes | NA | No | NA | No | Intern Program | Postgraduate | Intern Program | Yes |
| Holy Names University | No | No | No | No | No | No | | Postgraduate | | Yes |
| Humboldt State University | NA | Yes | NA | No | NA | No | none | Postgraduate | | No |
| IMPACT (San Joaquin County Office of Education) | NA | Yes | NA | No | NA | Yes | U.S. Constitution Requirement for Teachers | Postgraduate | | No |
| La Sierra University | No | No | No | No | Yes | Yes | CPR, TB Skin Test | Sophomore year | Postgraduate | Yes |
| Los Angeles Unified School District | NA | Yes | NA | No | NA | No | N/A | Postgraduate | | No |
| Loyola Marymount University | NA | Yes | NA | No | NA | Yes | Technology Requirement | Other | After first 4 courses with grade of "B" or better | Yes |
| Mount St. Mary's College | Yes | Yes | No | No | No | Yes | Candidate Disposition Statement | Postgraduate | Blended Program | Yes |

**Section 1a. Pro**
at

| Institution | Job Offer UG | Job Offer PG | Personality Test UG | Personality Test PG | Other UG | Other PG | Other Specify | Formal Admission | Formal Admission Other Specify | Conditional Admission |
|---|---|---|---|---|---|---|---|---|---|---|
| National Hispanic University | NA | Yes | NA | No | NA | Yes | US Constitution & 120 Clock intern hours | Postgraduate | | Yes |
| National University | No | No | No | No | Yes | Yes | Basic skills required but no minimum test score for admission. | Other | Open enrollment any month. | Yes |
| Notre Dame de Namur University | NA | No | NA | No | NA | No | | Postgraduate | | Yes |
| Oakland Unified School District | NA | No | NA | No | NA | No | NA | Other | We serve career changers; they can apply to the program after they have recieved a B.A. | No |
| Orange County Office of Education | NA | Yes | NA | No | NA | Yes | California State Requirements: U.S. Consitution, CBEST, CSET. Official, sealed transcripts. | Postgraduate | | Yes |
| Pacific Oaks College | NA | Yes | NA | No | NA | No | | Postgraduate | | No |
| Patten University | NA | Yes | NA | No | NA | Yes | Haberman Star Interview | Postgraduate | 120 hour pre-service & other admission requirements. | No |
| Pepperdine University | NA | Yes | NA | No | NA | Yes | Proof of attempt for the Basic Skills Requirement | Postgraduate | | No |
| Point Loma Nazarene University | NA | Yes | NA | No | NA | No | None | Postgraduate | | No |
| San Diego City Unified School District | NA | Yes | NA | No | NA | No | | Postgraduate | Fall | No |

**Section 1a. Pro**

at

| Institution | Job Offer UG | Job Offer PG | Personality Test UG | Personality Test PG | Other UG | Other PG | Other Specify | Formal Admission | Formal Admission Other Specify | Conditional Admission |
|---|---|---|---|---|---|---|---|---|---|---|
| San Diego State University | NA | Yes | NA | No | NA | No | | Postgraduate | | Yes |
| San Francisco State University | NA | Yes | NA | No | NA | Yes | 2nd language requirement | Postgraduate | | Yes |
| San Jose State University | NA | Yes | NA | No | NA | No | None | Postgraduate | Fall and Spring | Yes |
| Santa Clara University | NA | No | NA | No | NA | No | none | Postgraduate | post bac | Yes |
| Sonoma State University | NA | Yes | NA | No | NA | No | | Postgraduate | | Yes |
| St. Mary's College of California | NA | Yes | NA | No | NA | No | none | Postgraduate | none | Yes |
| Stanislaus County Office of Education | NA | Yes | NA | No | NA | No | none | Postgraduate | | Yes |
| Touro University | NA | No | NA | No | NA | No | NA | Postgraduate | | Yes |
| University of California, Irvine | No | Yes | No | No | No | No | N/A | Postgraduate | Spring Start Program | Yes |
| University of California, Los Angeles | NA | Yes | NA | No | NA | No | | Postgraduate | | No |
| University of California, Riverside | NA | No | NA | No | NA | No | None | Postgraduate | | Yes |

**Section 1a. Pro**

**at**

| Institution | Job Offer UG | Job Offer PG | Personality Test UG | Personality Test PG | Other UG | Other PG | Other Specify | Formal Admission | Formal Admission Other Specify | Conditional Admission |
|---|---|---|---|---|---|---|---|---|---|---|
| University of California, San Diego | NA | Yes | NA | No | NA | Yes | 2nd language acquisition, U.S. Constitution, TB test | Senior year | | Yes |
| University of LaVerne | No | No | No | No | No | No | | Postgraduate | | Yes |
| University of Phoenix | NA | No | NA | No | NA | No | 0 | Other | Within 12 credits of program | Yes |
| University of Redlands | No | Yes | No | No | No | No | | Postgraduate | | Yes |
| University of San Francisco | NA | Yes | NA | No | NA | No | None | Postgraduate | | Yes |
| University of the Pacific | No | Yes | No | No | No | No | | Junior year | Graduate students are formally admitted after completing the | Yes |
| Whittier College | No | No | No | No | No | No | | Postgraduate | | No |

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Admissions Comments |
|---|---|
| Alliant International University | Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement. <br> Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations. <br> Passing TFE scores are required at admission for Early Completion Option(ECO) intern candidates; TFE not required for Standard Intern candidates. <br> ECO and Standard Intern candidates who will be teacher of record must have a job offer from the district to enroll in seminar and field supervision courses.  However, a job offer is not required for admission to the program track. |
| Azusa Pacific University | Each teacher candidate is given a dispositions survey during their admissions interview. A commitment is signed by the teacher candidate to adhere to program expectations and dispositions.  The teacher candidate completes a writing test scored on a four-point rubric.  All candidates must meet the entrance requirement of a cumulative GPA of 3.0 for an unconditional admission to the program.  Candidates who are admitted under Provisional Status (cumulative GPA of 2.99 to 2.5), must follow the provisional requirements of the Education Department.  A faculty advisor conducts a face-to-face conference to complete the admissions interview and advisory forms.  Following completion of the admission process. the Chair reviews each candidate's advisory screening to recommend or decline the candidate to the Dean of the School of Education and Graduated Admissions Department. |
| Brandman University | Multiple and Single Subject, and Education Specialist applicants with a GPA lower than a 2.5 may, under certain conditions, petition for admission consideration under an "exceptional admit" category.  Applicants must have passed the CBEST and one of the approved graduate admissions examinations (GRE minimum score for Verbal and Quantitative sections is 450, Analytic Writing is 4.5.  Miller Analogies Test: minimum scaled score of 403.  Subject Matter Competency Examinations: successfully complete all subtests of the appropriate California Subject Examinations for Teachers (CSET). Exceptions are Foundational Level General Math where only subtests I and II are required and Foundational Level General Science where only subtest I and II are required) to be considered for an exceptional admit.  The School of Education encourages applicants to take the appropriate Subject Matter Competency Examination as a way to demonstrate suitability for admission to a credential application. |
| California State Polytechnic University, Pomona | Students are conditionally admitted if the candidate is in progress of meeting one or more of the requirements or verifications are delayed.  Not more than 15% of admissions can be awarded to teacher candidates who do not meet the GPA requirements or must retake a required examine; exceptional admission is reserved for candidates who bring exceptional circumstances and qualifications to the program. |
| California State University, Bakersfield | Students not meeting the minimum GPA requirement, may be accepted into the Intern Programs as "exceptional" admits. These students must meet all other admission requirements, i.e. passage of CBEST, passage of CSET Exam(s) or subject matter, and a job offer from an Intern partnering school district. |
| California State University, Chico | Second link (single subject): http://www.csuchico.edu/educ/programs/initial/single_sub_intern.shtml |
| California State University, Dominguez Hills | Admission to the Special Education credentials requires concurrent admission to the MA degree, so the minimum GPA is higher than that required for admission to the general education programs. <br> All Intern candidates must complete a pre-service requirement consisting of coursework and early fieldwork. |
| California State University, East Bay | We offer an option for current undergraduate students to earn their Bachelors degree and teaching credential in four years as part of our Bachelors Plus Early Pathway (BPEP) Program in Multiple Subject Teaching. As part of the BPEP candidate's requirement prior to full admissions, students take pre-education field experience which encompasses an observation in a grade-appropriate setting, arranged through the university, and taken for course credit. |
| California State University, Fresno | Exception to the Postgraduate admissions is our blended Liberal Studies students who do our Multiple Subject (Elementary Education)credential program concurrently with their Liberal Studies major in their Junior and Senior years. |

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Admissions Comments |
|---|---|
| California State University, Los Angeles | Our teacher education programs require a minimum GPA of 2.75 on the last 90 quarter units attempted. |
| California State University, Monterey Bay | Just a clarification that "undergraduate" students refer to the 4-5 students in the integrated/blended pathway that just began 2008-2009. |
| California State University, Northridge | Intern Coordinator Advisement required to apply to the Intern Program.  Exceptional Admission for GPA. |
| California State University, San Bernardino | Candidates in our Liberal Studies/Integrated Track (undergraduates) must be at least a Junior status before they can be formally admitted into the initial teacher certification program (Multiple Subject).<br>Postgraduate candidates are formally admitted into the initial teacher cerfication programs once they have met all program admission requirements.<br>Additional program admission requirements may be found on the CSUSB College of Education/Program website at: http://www.csusb.edu/coe/programs/ |
| California State University, Stanislaus | Ed Specialist Credential Program is housed in Advanced Studies in Education (www.csustan.edu/advstd/SpecialEd/). Multiple and Single Subject Credential Programs are in Department of Teacher Education (www.csustan.edu/TeacherEd/). |
| CalState TEACH | We limit conditional admits to 15%. We do not accept undergraduates into the university intern (alternative program). University interns complete 160 hours of pre-service professional development before they are formally admitted into the university intern program and recommended for the intern credential to become the teacher of record in their public school classroom. |
| Chapman University | Student with an admission grade point average between 2.750 and 2.990 can be admitted in provisional standing for a maximum of one semester; provisional standing for MAT specifies that students can enroll only in 400 or 500 level courses and can complete a maximum of 12 credits.  Students who are below a 2.750 grade point average will be denied admission to the MAT.<br>Applicants to the stand alone Multiple and Single Subject Credential programs and the Education Specialist Instruction Credential program (mild/moderate and moderate severe)with a grade point average between 2.500 and 2.740 may be enrolled but are required to submit passing scores from one of the following standard admission tests:<br>(a)The California Subject Exam for Teachers (CSET) (all subtests of the subject matter), or<br>(b)The Graduate Records Exam (GRE) minimum score of 550, or<br>(c)The Miller Analogies.Test minimum scaled score of 404(MAT).<br>A passing score will fulfill both the admission and the major grade point average requirement |
| Claremont Graduate University | While undergraduate GPA and experience with youth are important factors in the application process, we do not have a cut-off requirement for either.  The admissions score is based on GPA, experience with youth, essay, interview, site writing sample, and letters of recommendation with a maximum point value of 130.  Candidates are reviewed holistically, and high overall application scores drive admissions and fellowships. |
| Fortune School of Education (Project Pipline) | All applicants must complete and submit the required documentation at one of three application deadlines:  March 1st, June 1st, and October 1st.  If their application meets the minimum requirements, candidates are asked to interview.  If accepted into Pre-Service during the interview process, candidates begin Pre-Service during the Summer, Fall, or Spring.  Upon successful completion of Pre-Service and with the recommendations and GPA required, eligible candidates will be able to advance to the District Intern Program once they are able to obtain a full time teaching position as teacher of record in a classroom.  The first deadline to find a position is September 30th and the second is December 31st.  If candidates are unable to find an appropriate teaching placement during this time frame, their files are placed a pool of eligible District Intern candidates and must be renewed once per year to remain active. |

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s)**
**at either the undergraduate or postgraduate level.**

| Institution | Admissions Comments |
|---|---|
| Fresno Pacific University | Fresno Pacific admits a modest percentage of students who have met the minimal admission requirements, but are in process of addressing all requirements. For example, occasionally students are admitted with "academic stipulations"; one example might be that the student had passed 2/3 of the required subject matter tests. In such cases, this requirement is monitored during the first semester of the program.  Another example would be a student who is admitted "on academic probation", indicating that he/she is admitted with less than the required GPA requirement (2.75 CUM; 3.0 major). In such cases, the student's performance in coursework, as measured by course grade, is carefully monitored.<br>For candidates applying to the internship program, additional requirements must be met including:  demonstration of the ability to become a teacher of record in a classroom. This is evidenced by prior observation, and letters of recommendation from people who have observed the candidate in the classroom setting. |
| High Tech High Communities | At HTH, employment decisions are made first.  Once a person is hired to teach, then the credential office meets with the person to determine what steps they need to take to be credentialed for the assignment they are given.  Hires who do not yet have a credential, complete the testing prerequisites then gain a CA Intern credential (good only at HTH) and are enrolled in the HTH Intern program.  When an Intern successfully completes the two year program, HTH applies for a CA preliminary credential for the teacher. |
| Holy Names University | Students with an exceptional interview, relevant experience in education and personal statement may be admitted despite the minimum GPA requirement. |
| La Sierra University | If a student is an undergraduate and has not completed all Liberal Studies Program requirements, he is allowed a variance in regard to the CSET exam.  The CSET exam may be taken when the student completes the Liberal Studies coursework.  This variance would also apply to secondary teacher education candidates. |
| Loyola Marymount University | Applicants who have been denied admissions based on GPA may appeal through the exceptions process upon recommendation of the program director or admissions coordinator. A student with a GPA below 2.8 and above 2.5 may submit a written petition for admission. Candidates accepted through exceptions process will be admitted on controlled admission status. |
| National University | Graduate Admission Exceptions:<br>Students with an undergraduate grade point average of 2.0 to 2.49 may be accepted to National University on probation (instead of taking the above tests). Students who receive a grade below "B" during their first 4.5 quarter units while on probation are disqualified and must apply to the Committee on the Application of Standards to be considered for reinstatement.<br>Undergraduate Admission Exceptions:<br>Applicants with a GPA below 2.0 may be admitted on probation if the Committee on the Application of Standards judges that there is sufficient evidence of potential to complete college studies. Applicants below a 2.0 may submit a letter to CAS. |
| Orange County Office of Education | Provisional acceptance to program for outstanding requirements.  Requirements must be met by end of credential introductory course.  Applicant put on hold until requirements are met. |
| Patten University | Strict adherence to the California CTC Internship Credential requirements. |
| Pepperdine University | The University Intern Program is available to all of the students enrolled in our traditional program who also meet the intern eligibility requirements. There are no additional admission requirements for the University Intern Program. To be eligible for the intern program students must meet the requirements for traditional student teaching, complete 120 hours of pre-service education, and demonstrate subject area competence. |

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Admissions Comments |
|---|---|
| Point Loma Nazarene University | Master of Arts in Teaching (Multiple, Single, or Special Education Credentials) <br> Exceptions Candidate Statement: <br> In addition to all University admissions requirements, all applicants with a cumulative GPA between 2.25 and 2.99 must complete an exceptions letter which addresses the following: <br> 1)Explanation of low cumulative GPA. <br> 2)Work/Study habits gained that will lead to a higher cumulative GPA in the graduate education program. <br> 3)Reason for pursuing graduate education. <br> Applicants with cumulative GPA between 2.99 and 2.76 must complete all the following items: <br> 1.Exceptions Candidate Statement (see prompts listed above) <br> Applicants with cumulative GPA between 2.75 and 2.51 must complete all the following items: <br> 1.Exceptions Candidate Statement (see prompts listed above) <br> 2.Pass CBEST (or equivalent) <br> 3.Pass the CSET exam in applicable subject area as required by CTC <br> Applicants with cumulative GPA between 2.50 and below must complete all the following items: <br> 1.Exceptions Candidate Statem |
| San Diego State University | Students m ay be admitted to some programs pr ior to passing CBEST. Th ey a re not a llowed to do the second semester of student teaching until they have passed the exam. |
| St. Mary's College of California | In all three credential programs the candidate must be offered employment as teacher of record in their authorization area to be considered to be an intern.  State regulations mandate an intern complete at least 120 hours of instruction in the credential program prior to entering the K-12 classroom as an intern. <br> Students who are missing elements of the required documentation for admissions are admitted conditionally until those documents are received. Students whose grade point average is between 2.5 and 3.0 are admitted conditionally and must attain a grade point average of 3.0 for the first semester of the program in order to stay in the program. |
| Stanislaus County Office of Education | If an intern teacher is hired by a school district and the intern does not meet the minimum required GPA, the district is requested to write a letter on behalf indicating the other factors that should be considered for entrance into the program. |
| Touro University | Exceptions made to the admissions are as follows: <br> Degree posting, passage of State required Exams like CBEST and CSET, GRE, Certificate of Clearance, lower GPA, etc. |
| University of California, Irvine | Exceptions made to the admissions are as follows: <br> Degree posting, passage of State required Exams like CBEST and CSET, GRE, Certificate of Clearance, lower GPA, etc. |
| University of California, Riverside | Candidates must meet the conditions of the university intern credential which is passage of the basic skills and subject matter exams, Certificate of Clearance, and preservice requirements.  The candidates must also secure a teaching position with one of the school districts who has a partnership with the UCR Teacher Education. |
| University of California, San Diego | Single-subject graduate candidates may also serve as district interns; all other credential candidates complete a post-baccalaureate student teaching program. |
| University of Phoenix | Students in graduate degree programs who have less than the minimum 3.0 GPA upon admission will be admitted on a conditional basis. Under conditional admission, students will have the opportunity to take four (4) UPX courses and at the end of the 4th course, must have attained the required GPA for their degree program. If they have failed to meet this requirement, they will be disqualified for admission to the University. |

**Section 1a. Program Admission: For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Institution | Admissions Comments |
|---|---|
| University of San Francisco | We only admit students once per year, with applications due by March 1 for summer admittance. We require passing scores on CSET Multiple Subjects Test (all three subtests), passing score on either CBEST, CBEST Equivalent, or CSET Writing Proficiency Test, and a 2.75 GPA on Bachelor's coursework. We also require candidates to have a mild/moderate teaching position prior to continuing into the first fall of the program.<br>Conditional admittance may be granted for lack of passing test scores, but only for the initial early summer courses. Conditional admittance may also be granted for those without a teaching position at the time of admittance. Occasionally conditional admittance is granted for those with lower than a 2.75 GPA if other factors, such as prior experience, indicate probable success in the program. Conditional admittance may be granted for those whose BA/BS degree will post prior to entering the first summer courses. |
| University of the Pacific | On a case-by-case basis, we will consider admitting a graduate-level student who has successful teaching experience, past-work experience, strong performance in undergraduate major, positive recommendations, and success in passing the Advancement to Candidacy to the internship option. |
| Whittier College | Undergraduates are formally admitted once they graduate and apply to the Whittier College teacher preparation program. They either apply to start or finish the credential program they started as an undergraduate. Although Whittier College does not formally admit undergraduates to the credential program undergraduates are allowed to start taking credential coursework in their junior and senior year of college. All other graduate students must be formally admitted before they start taking their credential coursework. |

Program Enrollment - Alternative Route

| Institution | Total Enrollment 2009-2010 | Male | Female | Hispanic/ Latino of any race | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian or Other Pacific Islander | White | Two or more race |
|---|---|---|---|---|---|---|---|---|---|---|
| Alliant International University | 272 | 100 | 172 | 21 | 0 | 24 | 17 | 0 | 127 | 4 |
| Azusa Pacific University | 64 | 26 | 38 | 12 | 1 | 5 | 5 | 0 | 30 | 0 |
| Brandman University | 517 | 179 | 338 | 102 | 3 | 20 | 26 | 0 | 297 | 6 |
| California Baptist University | 20 | 7 | 13 | 3 | 0 | 1 | 1 | 0 | 15 | 0 |
| California Lutheran University | 14 | 4 | 10 | 4 | 0 | 0 | 0 | 0 | 9 | 0 |
| California State Polytechnic University, Pomona | 48 | 17 | 31 | 22 | 0 | 4 | 3 | 0 | 15 | 0 |
| California State University, Bakersfield | 33 | 9 | 24 | 9 | 0 | 0 | 1 | 0 | 21 | 2 |
| California State University, Channel Islands | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| California State University, Chico | 41 | 14 | 27 | 2 | 0 | 0 | 0 | 0 | 30 | 0 |
| California State University, Dominguez Hills | 249 | 62 | 187 | 35 | 3 | 8 | 57 | 0 | 54 | 4 |
| California State University, East Bay | 82 | 37 | 44 | 3 | 1 | 3 | 3 | 0 | 22 | 12 |
| California State University, Fresno | 21 | 10 | 11 | 2 | 0 | 3 | 0 | 0 | 15 | 1 |
| California State University, Fullerton | 30 | 8 | 22 | 10 | 1 | 2 | 0 | 0 | 16 | 0 |
| California State University, Long Beach | 35 | 11 | 24 | 10 | 0 | 5 | 5 | 1 | 14 | 0 |
| California State University, Los Angeles | 52 | 22 | 30 | 14 | 0 | 2 | 2 | 1 | 10 | 1 |
| California State University, Monterey Bay | 220 | 95 | 125 | 36 | 1 | 1 | 5 | 1 | 176 | 6 |
| California State University, Northridge | 157 | 55 | 102 | 28 | 1 | 10 | 15 | 2 | 78 | 23 |
| California State University, Sacramento | 56 | 13 | 43 | 4 | 0 | 4 | 2 | 0 | 20 | 0 |
| California State University, San Bernardino | 78 | 26 | 52 | 14 | 1 | 2 | 7 | 0 | 19 | 0 |
| California State University, San Marcos | 7 | 3 | 4 | 2 | 0 | 0 | 0 | 1 | 4 | 0 |
| California State University, Stanislaus | 51 | 23 | 28 | 10 | 1 | 1 | 1 | 0 | 33 | 2 |
| CalState TEACH | 121 | 31 | 90 | 16 | 4 | 5 | 7 | 0 | 37 | 15 |
| Chapman University | 23 | 7 | 16 | 7 | 0 | 1 | 0 | 0 | 15 | 0 |
| Claremont Graduate University | 65 | 14 | 51 | 17 | 0 | 10 | 7 | 2 | 41 | 2 |
| Concordia University | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Dominican University of California | 6 | 1 | 5 | 1 | 0 | 0 | 0 | 0 | 4 | 0 |
| Fortune School of Education (Project Pipeline) | 309 | 139 | 170 | 42 | 3 | 23 | 20 | 6 | 193 | 9 |
| Fresno Pacific University | 38 | 8 | 30 | 5 | 1 | 0 | 1 | 0 | 31 | 0 |
| High Tech High Communities | 12 | 5 | 7 | 2 | 0 | 1 | 1 | 1 | 8 | 2 |
| Holy Names University | 359 | 129 | 230 | 48 | 0 | 41 | 83 | 18 | 129 | 26 |
| Humboldt State University | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| IMPACT (San Joaquin County Office of Education) | 542 | 198 | 344 | 95 | 5 | 8 | 32 | 13 | 286 | 0 |
| La Sierra University | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Los Angeles Unified School District | 176 | 78 | 98 | 67 | 0 | 20 | 24 | 5 | 60 | 0 |
| Loyola Marymount University | 234 | 68 | 166 | 44 | 1 | 22 | 26 | 0 | 116 | 0 |

Program Enrollment - Alternative Route

| Institution | Total Enrollment 2009-2010 | Male | Female | Hispanic/ Latino of any race | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian or Other Pacific Islander | White | Two or more race |
|---|---|---|---|---|---|---|---|---|---|---|
| Mount St. Mary's College | 8 | 2 | 6 | 1 | 0 | 0 | 1 | 0 | 5 | 0 |
| National Hispanic University | 31 | 16 | 15 | 16 | 0 | 2 | 3 | 0 | 7 | 1 |
| National University | 655 | 295 | 359 | 137 | 2 | 36 | 50 | 2 | 312 | 7 |
| Notre Dame de Namur University | 54 | 15 | 39 | 4 | 0 | 5 | 1 | 0 | 42 | 2 |
| Oakland Unified School District | 56 | 13 | 43 | 1 | 0 | 1 | 4 | 1 | 6 | 0 |
| Orange County Office of Education | 66 | 26 | 40 | 12 | 1 | 0 | 4 | 0 | 45 | 2 |
| Pacific Oaks College | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Patten University | 12 | 6 | 6 | 2 | 0 | 2 | 5 | 0 | 3 | 0 |
| Pepperdine University | 280 | 50 | 230 | 35 | 1 | 26 | 19 | 0 | 89 | 0 |
| Point Loma Nazarene University | 40 | 12 | 28 | 7 | 0 | 1 | 3 | 0 | 27 | 2 |
| San Diego City Unified School District | 42 | 15 | 27 | 2 | 0 | 2 | 2 | 1 | 35 | 0 |
| San Diego State University | 18 | 7 | 11 | 13 | 0 | 1 | 1 | 0 | 2 | 0 |
| San Francisco State University | 66 | 24 | 42 | 7 | 0 | 10 | 7 | 0 | 28 | 1 |
| San Jose State University | 134 | 35 | 99 | 24 | 1 | 13 | 2 | 0 | 74 | 6 |
| Santa Clara University | 4 | 2 | 2 | 1 | 0 | 2 | 0 | 0 | 1 | 0 |
| Sonoma State University | 428 | 112 | 326 | 27 | 4 | 9 | 3 | 2 | 332 | 15 |
| St. Mary's College of California | 12 | 3 | 9 | 1 | 0 | 0 | 1 | 0 | 8 | 0 |
| Stanislaus County Office of Education | 25 | 10 | 15 | 5 | 0 | 0 | 0 | 0 | 20 | 0 |
| Touro University | 184 | 74 | 110 | 45 | 5 | 18 | 35 | 17 | 64 | 0 |
| University of California, Irvine | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| University of California, Los Angeles | 13 | 7 | 6 | 4 | 0 | 2 | 5 | 0 | 2 | 0 |
| University of California, Riverside | 7 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 2 | 0 |
| University of California, San Diego | 13 | 7 | 6 | 2 | 0 | 3 | 0 | 0 | 8 | 0 |
| University of LaVerne | 20 | 7 | 13 | 6 | 0 | 0 | 2 | 0 | 10 | 2 |
| University of Phoenix | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| University of Redlands | 25 | 16 | 9 | 8 | 0 | 1 | 1 | 0 | 11 | 0 |
| University of San Francisco | 38 | 11 | 27 | 6 | 0 | 5 | 1 | 0 | 21 | 0 |
| University of the Pacific | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| Whittier College | 101 | 31 | 70 | 48 | 0 | 2 | 3 | 1 | 40 | 4 |

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| Alliant International University | 120 | 1260 | 0.4 | 7.6 | 259 | |
| Azusa Pacific University | 300 | 600 | 18 | 70 | 150 | Education candidates are required to complete a minimum of 18 weeks clinical practices at a WASC accredited school-site.  Clinical practice is the culmination of the program in which the candidate will be recommended for that programs teaching credential.  Each candidate receives a 'Student Handbook' precisely outlining program and course requirements.  Before entering clinical practice each candidate is required to complete an orientation seminar.  A university mentor is assigned to the candidate for nine classroom observations.<br>The supervised fieldwork sequence is a developmental process through which the candidate plans, practices multiple strategies for implementing, managing and delivering differentiated modes of instruction for diverse learning populations.   Each candidate must meet the Teacher Performance Expectations (TPE) standards as well as a portfolio with specific objectives connected to state-adopted academic content standards and curriculum frameworks.  The candidate will observe students |
| Brandman University | 60 | 480 | 1 | 1 | 52 | Candidates performance in Supported and/or Directed Teaching will be reflected with a grade of Pass/No Pass. A grade of Pass indicates that the candidate has demonstrated acceptable competency in meeting the Teacher Performance Expectations (TPE) standards. A grade of No Pass indicates that the candidate has not met the TPE standards and must successfully complete additional Supported/Directed Teaching or may be dismissed from the program. Directed teaching in Multiple and Single Subject consists of two sessions of full-day directed teaching at two different levels in at least one assignment that meets multicultural criteria. If the candidate is in one of the combined special education/general education programs, one assignment must be in a special education setting.  For special education only credentials the candidate has only one session of full day directed teaching assignment that meets the multicultural criteria. Directed Teaching placements must be completed in public schools. The fieldwork coordinato |
| California Baptist University | 123 | 420 | 7 | 22 | 20 | |

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| California Lutheran University | 157 | 480 | 1 | 3 | 14 | The vast majority of candidates enrolled in an alternative program at CLU are in the Special Education program.  Most of the Education Specialist credential candidates at CLU participate in an alternative course of study as interns.  Many area schools, school districts, and Special Education Local Plan Areas (SELPAs) hire our candidates as interns to fill teaching positions in areas of shortage. Interns must meet all requirements for an internship credential.  For Education Specialist candidates who become interns, CLU's Special Education faculty and the candidate work with the school personnel to chose a support provider who meets all necessary criteria.<br>The supervised fieldwork sequence at California Lutheran University is a developmental process through which the teacher candidates plan and then practice multiple strategies for managing and delivering instruction.  All candidates complete individual assignments in which coursework-based strategies are used and reviewed in relation to (1) state-adopted aca |
| California State Polytechnic University, Pomona | 45 | 800 | 6 | 3 | 47 | |
| California State University, Bakersfield | 45 | 300 | 14 | 6 | 33 | |

Supervised Experience - Alternative Route

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| California State University, Channel Islands | 48 | 384 | 0 | 1 | 1 | Field experience is embedded into all phases of the teacher preparation programs at CSU Channel Islands. We begin in prerequisite courses where we require that all prospective candidates must participate in a field experience that focuses on observing and guiding behavior in classrooms. Students attend local schools for one day per week during which they assist the classroom teacher and complete specific assignments designed to sharpen their observation skills and to begin to take on tasks associated with managing student behavior in the classroom with such activities as running small groups and hallway duties.  Some of the observational activities focus on the entire classroom environment and how it assists students learning and other activities focus on specific types of learners such as students who are English learners or have special needs.   Field experience is about 20% of the prerequisite program. During each of two semesters of the credential program, teacher preparation candidates work in classroom |
| California State University, Chico | 200 | 600 | 0.38 | 0.76 | 41 | |
| California State University, Dominguez Hills | 160 | 0 | 26 | 46 | 125 | Supervised clinical experience for Interns occurs prior to their teaching as Early Fieldwork, and continues while they are teaching full time in their own classrooms. |
| California State University, East Bay | 120 | 576 | 10 | 22 | 57 | Supervised clinical experiences take place for the duration of three out of four quarters for candidates in the teaching credential programs. For candidates who are in the alternative certification program, they must still satisfy the field experience requirement. Therefore, it is possible that the candidate will have an additional alternative field placement in a different classroom than the one where they are serving as the 'teacher of record' in order to satisfy the program requirements. |
| California State University, Fresno | 45 | 1400 | 3 | 0 | 80 | |

Supervised Experience - Alternative Route

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| California State University, Fullerton | 100 | 468 | 6 | 19 | 79 | |
| California State University, Long Beach | 90 | 517 | 8 | 10 | 35 | |
| California State University, Los Angeles | 84 | 318 | 9 | 76 | 122 | Students enrolled in alternative (intern) credential programs complete final supervised clinical experiences in their own classrooms as teachers of record. All interns complete a minimum of 45 hours of observation in schools and submit evidence of completing those observation hours and a reflective journal of those hours. Interns in the elementary and secondary education programs also complete two support seminars at approximately the mid-point of their program. Interns in the special education (education specialist) program attend quarterly seminars with their school district support providers, for a total of 6 sessions. Special education interns complete two supervised clinical experiences. The first experience is typically completed mid-way through the program and includes work with students with and without disabilities on Saturdays and is outside their classroom. The final directed teaching experience is a full-time experience completed at the end of the program. |
| California State University, Monterey Bay | 15 | 15 | 20 | 24 | 220 | The "undergraduate" students refer to the 5 students in the integrated/blended pathway that began in the academic year 2008-2009. |
| California State University, Northridge | 65 | 1586.67 | 4 | 21 | 51 | |

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| California State University, Sacramento | 50 | 550 | 2 | 5 | 56 | |
| California State University, San Bernardino | 190 | 700 | 8 | 60 | 206 | |
| California State University, San Marcos | 70 | 320 | 0 | 0.75 | 5 | |
| California State University, Stanislaus | 120 | 640 | 12.13 | 7 | 56 | |
| CalState TEACH | 160 | 1640 | 5.2 | 22 | 121 | Our alternative candidates complete 160 hours of preintern development and clinical experience before they become the teacher of record in their classroom. For the remainder of the program they are full-time teachers supported by PreK-12 site mentors and supervised by CalState TEACH faculty. Every intern has a dedicated site mentor who spends approximately 80 hours per semester supporting the intern. We have calculated that commitment at .18 FTEF. |

Supervised Experience - Alternative Route

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| Chapman University | 60 | 480 | 8 | 9 | 16 | Field experiences prior to student teaching are components of nearly every course and are supervised by the course instructor. Most courses require a minimum of 15 hours of field experience. In addition, more structured experiences occur through specially designed praxis course: Literacy and Learning: Elementary Learning explores the components of balanced, comprehensive literacy instruction, and the research basis of effective literacy teaching and learning relevant to students from varied cultural and linguistic backgrounds, and those with identified disabilities. Twenty hours of coaching while tutoring one-to-one with an elementary age student ensures the opportunity to bridge theory with practice. Study units are grounded in the principles of the California Standards for the Teaching Profession, Reading/Language Arts Framework for California Public Schools, and California Language Arts Standards. Second Language Acquisition for Elementary Students focuses on language acquisition, assessment and literacy |
| Claremont Graduate University | 80 | 770 | 1 | 8 | 60 | In this Alternative IHE-based program, our candidates do an internship in lieu of student teaching. The required minimum hours noted above for student teaching are actually for the internship. Most candidates teach for a full year under clinical university supervision. |
| Concordia University | 45 | 1360 | 1 | 0 | 1 | |
| Dominican University of California | 160 | 1260 | 0.44 | 1.51 | 16 | |
| Fortune School of Education (Project Pipline) | 0 | 70 | 3 | 18 | 309 | District Interns are not "student teachers." Instead, they are teachers of records in a full-time teaching environment with salary and benefits. The only difference is that they are in an internship program in which they are mentored, supervised, and reviewed more frequently than fully credentialed teachers. |

Supervised Experience - Alternative Route

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| Fresno Pacific University | 120 | 450 | 5 | 18 | 27 | Students enrolled in Fresno Pacific University's alternative –IHE Based teacher education programs are supervised by a university mentor hired by FPU who works in a collaborative team structure with the candidate's support provider appointed by the hiring district. Interns are supervised throughout the term of their internship. Typically, this results in supervision over 4 semesters. University mentors visit their interns a minimum of 6-8 times/semester. These visits create opportunities for the university mentor to coach their intern, collaborate with the support provider, co-plan lessons, observe and evaluate lessons. Additionally, interns participate in student teacher/intern seminars taught by program directors.  Interns are also supported by participating in a series of Professional Development Days during which they have the opportunity to hear from practitioner educators who present on topics such as school law, Child Protective Services, Induction programs for new teachers, and conflict-resolution app |
| High Tech High Communities | 120 | 1080 | 3 | 8 | 12 | We are a District Intern program.  Our students are employed full-time as teachers and simultaneously complete their teacher preparation program and supervised clinical experience. |
| Holy Names University | 45 | 140 | 4 | 6 | 28 | |
| Humboldt State University | 45 | 836 | 0 | 0.25 | 3 | |
| IMPACT (San Joaquin County Office of Education) | 160 | 2000 | 0 | 115 | 542 | |
| La Sierra University | 50 | 720 | 5 | 1 | 3 | |
| Los Angeles Unified School District | 60 | 1080 | 0 | 115 | 176 | |

Supervised Experience - Alternative Route

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| Loyola Marymount University | 0 | 1440 | 0 | 3 | 120 | |
| Mount St. Mary's College | 30 | 2880 | 2 | 3 | 10 | |
| National Hispanic University | 135 | 480 | 0.25 | 3 | 24 | |
| National University | 30 | 640 | 21 | 166 | 385 | |
| Notre Dame de Namur University | 40 | 500 | 0.5 | 1 | 19 | |
| Oakland Unified School District | 130 | 30 | 0 | 0 | 56 | Because this is an intern program, pre-service teachers perform 120 hours of summer course work and student teaching over the summer including no less than 30 hours of student teaching. Teachers start full time in the classroom in the fall during which time they are have field supervisors who formally observe them four times a year and have guidance and planning sessions with them four times month. Each field supervisor is a current or retired classroom teacher and has 1-3 intern teachers on their caseload. |
| Orange County Office of Education | 180 | 45 | 0 | 13 | 66 | |

Supervised Experience - Alternative Route

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| Pacific Oaks College | 75 | 450 | 1 | 1 | 1 | All students in our credential programs are required to complete three one-unit courses of supervised clinical experience.  During each course, students complete 25 hours of supervised clinical experience in the classroom.  The three courses must be completed prior to the six-unit course of student teaching.  During student teaching, student teachers complete a 15-week (semester) placement.<br>In the four courses of supervised clinical experience, credential students must meet the following requirements:<br>1.  Two different grade levels (K-2, 3-5, 6-9)<br>2.  Minimum of one placement with identified English Learners<br>3.  Minimum of three placements in public school<br>4.  Minimum of one placement in "underperforming school" (based on API scores<br>5.  Students are encouraged to have at least one placement in an inclusive setting (mainstreamed special education students |
| Patten University | 100 | 1440 | 0 | 13 | 12 | EDU583 Classroom Observation,Participation,& Management 100 hrs<br>Intern Practicum, One Year, full time on-site  1440 hrs |
| Pepperdine University | 250 | 560 | 3 | 0 | 146 | |
| Point Loma Nazarene University | 60 | 480 | 1 | 17 | 51 | Due to the unique teaching situation for interns, Clinical Practice requirements are designed specifically to ensure a high quality learning experience that will promote lifelong practitioner knowledge as well as add value to the intern's daily classroom instruction.<br>The intern must meet the same requirements as traditional candidates with the following exceptions:<br>The intern candidate may complete all Clinical Practice requirements in the classroom for which he/she is the teacher of record.  The district will provide a seasoned practitioner to serve the intern throughout the Clinical Practice experience.  A university supervisor with experience and credentials commensurate with the area of credentialing that the candidate is seeking will be provided by the university.<br>Throughout the 8-week experience in Phase I and the 8-week experience in Phase II, the university supervisor will visit the candidate a minimum of four (4) times for a minimum of 1/2 hour each visit. |

Supervised Experience - Alternative Route

**Provide the following information about supervised clinical experience in 2009-10**

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|---|---|---|---|---|---|---|
| San Diego City Unified School District | 65 | 0 | 14 | 0 | 42 | |
| San Diego State University | 0 | 0 | 0 | 0 | 0 | The alternative program is an intern program for students who hold an emergency teaching credential in a high need area. These students are teaching in a classroom full-time and therefor the student teaching and field experience requirements are not required. |
| San Francisco State University | 229 | 303 | 7 | 1 | 188 | |
| San Jose State University | 50 | 315 | 2 | 6 | 136 | |
| Santa Clara University | 0 | 0 | 0 | 10 | 4 | N/A |
| Sonoma State University | 168 | 525 | 2.46 | 6.87 | 23 | |
| St. Mary's College of California | 50 | 306 | 0 | 0 | 12 | Supervision is provided by part-time adjunct faculty who each have a significant level of teaching experience in the credential area in which they supervise student teachers. |
| Stanislaus County Office of Education | 20 | 105 | 5 | 0 | 25 | Since we are an alternative certification program, candidates do not participate in traditional student teaching. All candidates are considered the teacher of record for a K-12 special education classroom either full or part time. As such, both the employer and the program are responsible for overseeing the candidate throughout the clinical experience. The employing school district is responsible for evaluating the intern candidate according to established district policy. Program assigned practicum supervisors evaluate the candidate's classroom practice a minimum of 23 times throughout the candidate's two year program according to established program standards. Candidates earn 7 semester units of credit for practicum which is equivalent to 15 hours per unit. |
| Touro University | 405 | 450 | 5 | 47 | 40 | The adjunct faculty are not considered full time at Touro University, they work a total of 45 hours per semester. |

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| University of California, Irvine | 150 | 1450 | 1 | 1 | 3 | |
| University of California, Los Angeles | 0 | 0 | 2 | 2 | 0 | In the University Intern Program, students are full-time employees during the 12 month enrollment. |
| University of California, Riverside | 120 | 900 | 3 | 0 | 7 | The clinical experiences for the alternative based program is not referred to as student teaching. These individuals are the instructor of record and have full-time instructional responsibilities while completing the teacher preparation program. |
| University of California, San Diego | 120 | 900 | 4 | 0 | 13 | Interns served as teacher of record in secondary math, science, or English classrooms.  Each intern was assigned a support provider by the district in addition to the university supervisor. |
| University of LaVerne | 0 | 135 | 7 | 0 | 104 | |
| University of Redlands | 75 | 720 | 6 | 23 | 25 | |
| University of San Francisco | 162 | 0 | 0 | 0 | 38 | The USF Special Education program is an intern program; thus, the candidates are teachers of record throughout the program.  In the summer prior to entering their classrooms as full-time intern teachers, the candidates are required to take 162 hours of preservice coursework.  Interns then complete four full semesters of teaching in a supervised clinical experience in which supervisors mentor and assess their performance.<br>The USF Special Education internship program employs fieldwork supervisors to observe and evaluate the interns in their field placements.  The fieldwork supervisors are long time special education teachers, administrators, or other professionals with substantial experience in special education classrooms.  They are carefully screened and must provide documentation of their teaching and other classroom experience with students with special needs.  There are no full-time faculty or adjunct faculty supervisors at USF; however, in calculating load, if there were full-time supervisors, their |

Supervised Experience - Alternative Route

**Provide the following information about supervised clinical experience in 2009-10**

| Institution | Average number of clock hours required prior to student teaching | Average number of clock hours required for student teaching | Number of full-time equivalent faculty in supervised clinical experience during this academic year | Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | Number of students in supervised clinical experience during this academic year | Provide additional information about or descriptions of the supervised clinical experiences: |
|---|---|---|---|---|---|---|
| University of the Pacific | 148 | 640 | 0.5 | 0 | 2 | These numbers for clock hours are based on program requirements for all candidates, whether they student teach or intern. We had two interns in 2009-10, one in Music, and one in General Studies-Multiple Subject. We had 29 total people in clinical experiences, with student teaching, and 2 students who completed an internship. |
| Whittier College | 125 | 480 | 1 | 7 | 2 | |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by academic major prepared to teach in 2009-10.**

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| Alliant International University | Alternative, IHE-based | Credential + MAE | 72 |
| Alliant International University | Alternative, IHE-based | Credential Only | 138 |
| Alliant International University | Alternative, IHE-based | TOTAL | 210 |
| Azusa Pacific University | Alternative, IHE-based | Art | 1 |
| Azusa Pacific University | Alternative, IHE-based | Biblical Studies | 1 |
| Azusa Pacific University | Alternative, IHE-based | Biology | 1 |
| Azusa Pacific University | Alternative, IHE-based | Business Administration | 9 |
| Azusa Pacific University | Alternative, IHE-based | Chemistry | 1 |
| Azusa Pacific University | Alternative, IHE-based | Christian Ministries | 2 |
| Azusa Pacific University | Alternative, IHE-based | Communication Studies | 6 |
| Azusa Pacific University | Alternative, IHE-based | English | 3 |
| Azusa Pacific University | Alternative, IHE-based | History | 1 |
| Azusa Pacific University | Alternative, IHE-based | Liberal Studies | 39 |
| Azusa Pacific University | Alternative, IHE-based | Mathematics | 3 |
| Azusa Pacific University | Alternative, IHE-based | Philosophy | 1 |
| Azusa Pacific University | Alternative, IHE-based | Physical Education | 7 |
| Azusa Pacific University | Alternative, IHE-based | Political Science | 3 |
| Azusa Pacific University | Alternative, IHE-based | Psychology | 14 |
| Azusa Pacific University | Alternative, IHE-based | Social Science | 5 |
| Azusa Pacific University | Alternative, IHE-based | Social Work | 3 |
| Azusa Pacific University | Alternative, IHE-based | Sociology | 2 |
| Azusa Pacific University | Alternative, IHE-based | Spanish | 1 |
| Azusa Pacific University | Alternative, IHE-based | Youth Ministry | 1 |
| Azusa Pacific University | Alternative, IHE-based | TOTAL | 104 |
| California Baptist University | Alternative, IHE-based | Business | 1 |
| California Baptist University | Alternative, IHE-based | English | 2 |
| California Baptist University | Alternative, IHE-based | Liberal Studies | 3 |
| California Baptist University | Alternative, IHE-based | Music | 1 |
| California Baptist University | Alternative, IHE-based | Philosophy | 1 |
| California Baptist University | Alternative, IHE-based | TOTAL | 8 |
| California Lutheran University | Alternative, IHE-based | Business Psychology | 1 |
| California Lutheran University | Alternative, IHE-based | Elementary Education | 1 |
| California Lutheran University | Alternative, IHE-based | Exercise Science & Sports Medicine | 1 |
| California Lutheran University | Alternative, IHE-based | Liberal Studies | 2 |
| California Lutheran University | Alternative, IHE-based | Political Science | 1 |
| California Lutheran University | Alternative, IHE-based | Psychology | 1 |
| California Lutheran University | Alternative, IHE-based | Sociology | 1 |
| California Lutheran University | Alternative, IHE-based | TOTAL | 8 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| California State University, Bakersfield | Alternative, IHE-based | Art | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Broadcast Communication | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Business | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Business Management | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Child Adolescent & Family Studies | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Child Development | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Communication | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Comparative Literature | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Deaf Studies | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Environmental Studies | 1 |
| California State University, Bakersfield | Alternative, IHE-based | History | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Human Biology | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Information Technology | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Kinesiology | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Liberal Studies | 23 |
| California State University, Bakersfield | Alternative, IHE-based | Mechanical Engineering | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Microbiology | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Music | 3 |
| California State University, Bakersfield | Alternative, IHE-based | Political Studies | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Psychology | 6 |
| California State University, Bakersfield | Alternative, IHE-based | Social Studies | 2 |
| California State University, Bakersfield | Alternative, IHE-based | Special Education | 1 |
| California State University, Bakersfield | Alternative, IHE-based | TOTAL | 54 |
| California State University, Channel Islands | Alternative, IHE-based | Anthropology | 1 |
| California State University, Channel Islands | Alternative, IHE-based | Biology | 2 |
| California State University, Channel Islands | Alternative, IHE-based | History | 1 |
| California State University, Channel Islands | Alternative, IHE-based | Liberal studies | 2 |
| California State University, Channel Islands | Alternative, IHE-based | Mathematics | 1 |
| California State University, Channel Islands | Alternative, IHE-based | Media Prod. | 1 |
| California State University, Channel Islands | Alternative, IHE-based | Psychology | 1 |
| California State University, Channel Islands | Alternative, IHE-based | TOTAL | 9 |
| California State University, Chico | Alternative, IHE-based | Agriculture | 1 |
| California State University, Chico | Alternative, IHE-based | Biology | 1 |
| California State University, Chico | Alternative, IHE-based | Biotechnology | 1 |
| California State University, Chico | Alternative, IHE-based | Communication | 2 |
| California State University, Chico | Alternative, IHE-based | Dairy Science | 1 |
| California State University, Chico | Alternative, IHE-based | English | 2 |
| California State University, Chico | Alternative, IHE-based | History | 2 |
| California State University, Chico | Alternative, IHE-based | Human Service | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| California State University, Chico | Alternative, IHE-based | Liberal Studies | 3 |
| California State University, Chico | Alternative, IHE-based | Mathematics | 3 |
| California State University, Chico | Alternative, IHE-based | Music | 2 |
| California State University, Chico | Alternative, IHE-based | Psychology | 4 |
| California State University, Chico | Alternative, IHE-based | Social Welfare | 1 |
| California State University, Chico | Alternative, IHE-based | Special Major | 1 |
| California State University, Chico | Alternative, IHE-based | Theatre Arts | 1 |
| California State University, Chico | Alternative, IHE-based | TOTAL | 26 |
| California State University, Dominguez Hills | Alternative, IHE-based | Art | 1 |
| California State University, Dominguez Hills | Alternative, IHE-based | Biology | 7 |
| California State University, Dominguez Hills | Alternative, IHE-based | Child Development | 12 |
| California State University, Dominguez Hills | Alternative, IHE-based | English | 7 |
| California State University, Dominguez Hills | Alternative, IHE-based | History | 1 |
| California State University, Dominguez Hills | Alternative, IHE-based | Kinesiology | 4 |
| California State University, Dominguez Hills | Alternative, IHE-based | Liberal Studies | 42 |
| California State University, Dominguez Hills | Alternative, IHE-based | Math | 16 |
| California State University, Dominguez Hills | Alternative, IHE-based | Music | 2 |
| California State University, Dominguez Hills | Alternative, IHE-based | Physics | 1 |
| California State University, Dominguez Hills | Alternative, IHE-based | Spanish | 6 |
| California State University, Dominguez Hills | Alternative, IHE-based | TOTAL | 99 |
| California State University, East Bay | Alternative, IHE-based | American Studies | 2 |
| California State University, East Bay | Alternative, IHE-based | Anthropology | 1 |
| California State University, East Bay | Alternative, IHE-based | Art | 4 |
| California State University, East Bay | Alternative, IHE-based | Biological Sciences | 3 |
| California State University, East Bay | Alternative, IHE-based | Business Administration | 2 |
| California State University, East Bay | Alternative, IHE-based | Chemistry | 3 |
| California State University, East Bay | Alternative, IHE-based | Chicano Studies | 1 |
| California State University, East Bay | Alternative, IHE-based | Communication | 2 |
| California State University, East Bay | Alternative, IHE-based | Community Services | 1 |
| California State University, East Bay | Alternative, IHE-based | Computer Science | 2 |
| California State University, East Bay | Alternative, IHE-based | Electronic Engineering | 1 |
| California State University, East Bay | Alternative, IHE-based | English | 2 |
| California State University, East Bay | Alternative, IHE-based | Environmental Toxicology | 1 |
| California State University, East Bay | Alternative, IHE-based | Film | 1 |
| California State University, East Bay | Alternative, IHE-based | Geology | 1 |
| California State University, East Bay | Alternative, IHE-based | History | 4 |
| California State University, East Bay | Alternative, IHE-based | Humanities | 2 |
| California State University, East Bay | Alternative, IHE-based | Journalism | 1 |
| California State University, East Bay | Alternative, IHE-based | Kinesiology | 2 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| California State University, East Bay | Alternative, IHE-based | Legal Studies | 1 |
| California State University, East Bay | Alternative, IHE-based | Liberal Studies | 2 |
| California State University, East Bay | Alternative, IHE-based | Management Science | 1 |
| California State University, East Bay | Alternative, IHE-based | Marine Biology | 1 |
| California State University, East Bay | Alternative, IHE-based | Mathematics | 5 |
| California State University, East Bay | Alternative, IHE-based | Mechanical Engineering | 1 |
| California State University, East Bay | Alternative, IHE-based | Microbiology | 1 |
| California State University, East Bay | Alternative, IHE-based | Music | 1 |
| California State University, East Bay | Alternative, IHE-based | Phyics | 1 |
| California State University, East Bay | Alternative, IHE-based | Political Science | 1 |
| California State University, East Bay | Alternative, IHE-based | Psychology | 1 |
| California State University, East Bay | Alternative, IHE-based | Sociology | 4 |
| California State University, East Bay | Alternative, IHE-based | Spanish | 1 |
| California State University, East Bay | Alternative, IHE-based | TOTAL | 57 |
| California State University, Fresno | Alternative, IHE-based | Adult Fitness & Exercise Science | 1 |
| California State University, Fresno | Alternative, IHE-based | Agriculture Science | 1 |
| California State University, Fresno | Alternative, IHE-based | Animal Science-Pre Veterinary | 1 |
| California State University, Fresno | Alternative, IHE-based | Biology Science | 2 |
| California State University, Fresno | Alternative, IHE-based | Biology-Ecology & Evolution | 1 |
| California State University, Fresno | Alternative, IHE-based | Biology-Organismic & General | 1 |
| California State University, Fresno | Alternative, IHE-based | Business | 1 |
| California State University, Fresno | Alternative, IHE-based | English-Credential Program | 1 |
| California State University, Fresno | Alternative, IHE-based | Ethnic Studies | 1 |
| California State University, Fresno | Alternative, IHE-based | Food & Nutrition Sciences | 1 |
| California State University, Fresno | Alternative, IHE-based | French | 1 |
| California State University, Fresno | Alternative, IHE-based | History | 2 |
| California State University, Fresno | Alternative, IHE-based | Humanities | 1 |
| California State University, Fresno | Alternative, IHE-based | Kinesiology-Physical Education Credential | 1 |
| California State University, Fresno | Alternative, IHE-based | Liberal Studies | 18 |
| California State University, Fresno | Alternative, IHE-based | Mass Communications & Journalism | 1 |
| California State University, Fresno | Alternative, IHE-based | Mathematics | 10 |
| California State University, Fresno | Alternative, IHE-based | Music-Choral/Vocal Education | 1 |
| California State University, Fresno | Alternative, IHE-based | Music-Instrumental Music Education | 4 |
| California State University, Fresno | Alternative, IHE-based | Natural Sciences-Chemistry Option | 2 |
| California State University, Fresno | Alternative, IHE-based | Philosophy | 1 |
| California State University, Fresno | Alternative, IHE-based | Political Science | 1 |
| California State University, Fresno | Alternative, IHE-based | Pre-Business | 1 |
| California State University, Fresno | Alternative, IHE-based | Sp Maj-Liberal Arts | 1 |
| California State University, Fresno | Alternative, IHE-based | Spanish | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| California State University, Fresno | Alternative, IHE-based | Technology | 1 |
| California State University, Fresno | Alternative, IHE-based | Theatre Arts - Acting | 1 |
| California State University, Fresno | Alternative, IHE-based | TOTAL | 59 |
| California State University, Fullerton | Alternative, IHE-based | Anthropology | 1 |
| California State University, Fullerton | Alternative, IHE-based | Biology | 4 |
| California State University, Fullerton | Alternative, IHE-based | Business Administration | 4 |
| California State University, Fullerton | Alternative, IHE-based | Chemistry | 2 |
| California State University, Fullerton | Alternative, IHE-based | Child & Adolescent Studies | 15 |
| California State University, Fullerton | Alternative, IHE-based | Communicative Disorders | 1 |
| California State University, Fullerton | Alternative, IHE-based | English | 3 |
| California State University, Fullerton | Alternative, IHE-based | Geology | 3 |
| California State University, Fullerton | Alternative, IHE-based | History | 2 |
| California State University, Fullerton | Alternative, IHE-based | Kinesiology | 2 |
| California State University, Fullerton | Alternative, IHE-based | Liberal Studies | 7 |
| California State University, Fullerton | Alternative, IHE-based | Math Education | 1 |
| California State University, Fullerton | Alternative, IHE-based | Mathematics | 3 |
| California State University, Fullerton | Alternative, IHE-based | Natural & Agricultural Science | 1 |
| California State University, Fullerton | Alternative, IHE-based | Occupational Therapy | 1 |
| California State University, Fullerton | Alternative, IHE-based | Physiological Science | 1 |
| California State University, Fullerton | Alternative, IHE-based | Psychology | 1 |
| California State University, Fullerton | Alternative, IHE-based | Sociology | 2 |
| California State University, Fullerton | Alternative, IHE-based | Special Education | 6 |
| California State University, Fullerton | Alternative, IHE-based | Speech Pathology | 1 |
| California State University, Fullerton | Alternative, IHE-based | TOTAL | 60 |
| California State University, Long Beach | Alternative, IHE-based | Anthropology | 1 |
| California State University, Long Beach | Alternative, IHE-based | Biology | 2 |
| California State University, Long Beach | Alternative, IHE-based | Business Administration | 2 |
| California State University, Long Beach | Alternative, IHE-based | Chemistry | 1 |
| California State University, Long Beach | Alternative, IHE-based | Economics | 1 |
| California State University, Long Beach | Alternative, IHE-based | English | 1 |
| California State University, Long Beach | Alternative, IHE-based | Environmental Science | 1 |
| California State University, Long Beach | Alternative, IHE-based | History | 1 |
| California State University, Long Beach | Alternative, IHE-based | Instrumental Music | 1 |
| California State University, Long Beach | Alternative, IHE-based | International Studies | 1 |
| California State University, Long Beach | Alternative, IHE-based | Liberal Studies | 1 |
| California State University, Long Beach | Alternative, IHE-based | Mathematics | 1 |
| California State University, Long Beach | Alternative, IHE-based | Psychology | 1 |
| California State University, Long Beach | Alternative, IHE-based | Social Work | 1 |
| California State University, Long Beach | Alternative, IHE-based | Sociology | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| California State University, Long Beach | Alternative, IHE-based | Speech Communication | 2 |
| California State University, Long Beach | Alternative, IHE-based | Theatre Arts | 1 |
| California State University, Long Beach | Alternative, IHE-based | TOTAL | 20 |
| California State University, Los Angeles | Alternative, IHE-based | Anthropology/Geography | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Art | 3 |
| California State University, Los Angeles | Alternative, IHE-based | Behavioral Science | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Biology | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Business Administration | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Child Development | 8 |
| California State University, Los Angeles | Alternative, IHE-based | Communication Disorders | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Communications | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Criminal Justice | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Dance | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Drama | 2 |
| California State University, Los Angeles | Alternative, IHE-based | English | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Ethnic Studies | 1 |
| California State University, Los Angeles | Alternative, IHE-based | History | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Humanities | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Industrial Arts | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Kinesiology | 3 |
| California State University, Los Angeles | Alternative, IHE-based | Latin American Studies | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Liberal Arts | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Liberal Studies | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Management | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Marketing | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Mathematics | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Natural Science | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Philosophy | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Photography | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Political Science | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Psychology | 7 |
| California State University, Los Angeles | Alternative, IHE-based | Rehabilitative Services | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Social Science | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Sociology | 5 |
| California State University, Los Angeles | Alternative, IHE-based | Urban Learning | 8 |
| California State University, Los Angeles | Alternative, IHE-based | TOTAL | 70 |
| California State University, Monterey Bay | Alternative, IHE-based | Education | 220 |
| California State University, Monterey Bay | Alternative, IHE-based | TOTAL | 220 |
| California State University, Northridge | Alternative, IHE-based | American Studies | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| California State University, Northridge | Alternative, IHE-based | Anthropology | 1 |
| California State University, Northridge | Alternative, IHE-based | Art | 6 |
| California State University, Northridge | Alternative, IHE-based | Behavioral Sciences | 1 |
| California State University, Northridge | Alternative, IHE-based | Biology | 4 |
| California State University, Northridge | Alternative, IHE-based | Business | 6 |
| California State University, Northridge | Alternative, IHE-based | Chemistry | 3 |
| California State University, Northridge | Alternative, IHE-based | Child Development | 5 |
| California State University, Northridge | Alternative, IHE-based | Cinema | 1 |
| California State University, Northridge | Alternative, IHE-based | Classical Studies | 1 |
| California State University, Northridge | Alternative, IHE-based | Communications | 5 |
| California State University, Northridge | Alternative, IHE-based | Deaf Studies | 1 |
| California State University, Northridge | Alternative, IHE-based | English | 11 |
| California State University, Northridge | Alternative, IHE-based | Family Environmental Sciences | 1 |
| California State University, Northridge | Alternative, IHE-based | History | 1 |
| California State University, Northridge | Alternative, IHE-based | Human Development | 4 |
| California State University, Northridge | Alternative, IHE-based | Information Technology | 1 |
| California State University, Northridge | Alternative, IHE-based | Kinesiology | 2 |
| California State University, Northridge | Alternative, IHE-based | Language | 2 |
| California State University, Northridge | Alternative, IHE-based | Law and Society | 1 |
| California State University, Northridge | Alternative, IHE-based | Liberal Studies | 19 |
| California State University, Northridge | Alternative, IHE-based | Mathematics | 3 |
| California State University, Northridge | Alternative, IHE-based | Molecular, Cell and Developmental Biology | 1 |
| California State University, Northridge | Alternative, IHE-based | Philosophy | 1 |
| California State University, Northridge | Alternative, IHE-based | Physical Education | 1 |
| California State University, Northridge | Alternative, IHE-based | Political Science | 7 |
| California State University, Northridge | Alternative, IHE-based | Psychology | 9 |
| California State University, Northridge | Alternative, IHE-based | Sociology | 6 |
| California State University, Northridge | Alternative, IHE-based | Special Education | 1 |
| California State University, Northridge | Alternative, IHE-based | Theater | 3 |
| California State University, Northridge | Alternative, IHE-based | Urban Planning | 1 |
| California State University, Northridge | Alternative, IHE-based | TOTAL | 107 |
| California State University, Sacramento | Alternative, IHE-based | Art | 2 |
| California State University, Sacramento | Alternative, IHE-based | Arts Admin | 1 |
| California State University, Sacramento | Alternative, IHE-based | Bio Sci | 1 |
| California State University, Sacramento | Alternative, IHE-based | Bus Adm | 1 |
| California State University, Sacramento | Alternative, IHE-based | Business | 1 |
| California State University, Sacramento | Alternative, IHE-based | Child Dev | 8 |
| California State University, Sacramento | Alternative, IHE-based | Civil Eng | 1 |
| California State University, Sacramento | Alternative, IHE-based | Com Std | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| California State University, Sacramento | Alternative, IHE-based | English | 1 |
| California State University, Sacramento | Alternative, IHE-based | Fine Arts | 1 |
| California State University, Sacramento | Alternative, IHE-based | History | 4 |
| California State University, Sacramento | Alternative, IHE-based | Liberal Studies | 7 |
| California State University, Sacramento | Alternative, IHE-based | Math | 1 |
| California State University, Sacramento | Alternative, IHE-based | Music | 3 |
| California State University, Sacramento | Alternative, IHE-based | Psychology | 16 |
| California State University, Sacramento | Alternative, IHE-based | Religion | 2 |
| California State University, Sacramento | Alternative, IHE-based | Soc | 5 |
| California State University, Sacramento | Alternative, IHE-based | Spch Path | 1 |
| California State University, Sacramento | Alternative, IHE-based | TOTAL | 57 |
| California State University, San Bernardino | Alternative, IHE-based | Administration | 1 |
| California State University, San Bernardino | Alternative, IHE-based | American Studies | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Behavioral Science | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Bio Chemistry | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Biology | 6 |
| California State University, San Bernardino | Alternative, IHE-based | Business Administration | 5 |
| California State University, San Bernardino | Alternative, IHE-based | Chemistry | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Child Development | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Communication Studies | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Communication/Public Relations | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Communications | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Creative Writing | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Criminal Justice | 1 |
| California State University, San Bernardino | Alternative, IHE-based | English | 7 |
| California State University, San Bernardino | Alternative, IHE-based | English Literature | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Finance | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Geography | 1 |
| California State University, San Bernardino | Alternative, IHE-based | History | 3 |
| California State University, San Bernardino | Alternative, IHE-based | Human Development | 3 |
| California State University, San Bernardino | Alternative, IHE-based | Industrial Engineering | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Interdisciplinary Studies | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Kinesiology | 3 |
| California State University, San Bernardino | Alternative, IHE-based | Latin American Studies | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Liberal Studies | 15 |
| California State University, San Bernardino | Alternative, IHE-based | Mathematics | 12 |
| California State University, San Bernardino | Alternative, IHE-based | Music Education | 2 |
| California State University, San Bernardino | Alternative, IHE-based | Music Performance | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Physical Education | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| California State University, San Bernardino | Alternative, IHE-based | Political Science | 2 |
| California State University, San Bernardino | Alternative, IHE-based | Psychology | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Psychology | 3 |
| California State University, San Bernardino | Alternative, IHE-based | Radio/TV/Film | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Religious Studies | 2 |
| California State University, San Bernardino | Alternative, IHE-based | Social Science | 4 |
| California State University, San Bernardino | Alternative, IHE-based | Spanish | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Studio Art | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Theatre Arts | 1 |
| California State University, San Bernardino | Alternative, IHE-based | TOTAL | 87 |
| California State University, San Marcos | Alternative, IHE-based | History | 1 |
| California State University, San Marcos | Alternative, IHE-based | TOTAL | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Biology | 4 |
| California State University, Stanislaus | Alternative, IHE-based | Business | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Business Mgt/Admin | 1 |
| California State University, Stanislaus | Alternative, IHE-based | C.I.S. | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Chemistry | 2 |
| California State University, Stanislaus | Alternative, IHE-based | Electrial Engineering | 1 |
| California State University, Stanislaus | Alternative, IHE-based | English | 2 |
| California State University, Stanislaus | Alternative, IHE-based | Geography | 2 |
| California State University, Stanislaus | Alternative, IHE-based | Liberal Studies | 5 |
| California State University, Stanislaus | Alternative, IHE-based | Math | 6 |
| California State University, Stanislaus | Alternative, IHE-based | Music | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Social Science | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Spanish | 2 |
| California State University, Stanislaus | Alternative, IHE-based | Technical Mgt | 1 |
| California State University, Stanislaus | Alternative, IHE-based | TOTAL | 30 |
| CalState TEACH | Alternative, IHE-based | liberal studies | 68 |
| CalState TEACH | Alternative, IHE-based | TOTAL | 68 |
| Chapman University | Alternative, IHE-based | Bachelor of Arts: Design and Marketing | 1 |
| Chapman University | Alternative, IHE-based | Bachelor of Arts: Home Economics | 1 |
| Chapman University | Alternative, IHE-based | Bachelor of Arts: Human Development | 1 |
| Chapman University | Alternative, IHE-based | Bachelor of Arts: Human Services | 1 |
| Chapman University | Alternative, IHE-based | Bachelor of Arts: Liberal Studies | 3 |
| Chapman University | Alternative, IHE-based | Bachelor of Arts: Mathematics | 1 |
| Chapman University | Alternative, IHE-based | TOTAL | 8 |
| Claremont Graduate University | Alternative, IHE-based | Education | 59 |
| Claremont Graduate University | Alternative, IHE-based | TOTAL | 59 |
| Concordia University | Alternative, IHE-based | Spanish | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| Concordia University | Alternative, IHE-based | TOTAL | 1 |
| Dominican University of California | Alternative, IHE-based | Ecology and Evolution | 1 |
| Dominican University of California | Alternative, IHE-based | Economics | 1 |
| Dominican University of California | Alternative, IHE-based | English | 1 |
| Dominican University of California | Alternative, IHE-based | Human Development | 1 |
| Dominican University of California | Alternative, IHE-based | Sociology | 1 |
| Dominican University of California | Alternative, IHE-based | TOTAL | 5 |
| Fresno Pacific University | Alternative, IHE-based | Business Mgmt | 1 |
| Fresno Pacific University | Alternative, IHE-based | Child Dev. | 1 |
| Fresno Pacific University | Alternative, IHE-based | Comm. Disorders | 2 |
| Fresno Pacific University | Alternative, IHE-based | Cont. Christian Min. | 1 |
| Fresno Pacific University | Alternative, IHE-based | Early Childhood | 2 |
| Fresno Pacific University | Alternative, IHE-based | Geography | 1 |
| Fresno Pacific University | Alternative, IHE-based | Kinesiology | 2 |
| Fresno Pacific University | Alternative, IHE-based | Liberal Studies | 14 |
| Fresno Pacific University | Alternative, IHE-based | Marketing | 1 |
| Fresno Pacific University | Alternative, IHE-based | Math | 1 |
| Fresno Pacific University | Alternative, IHE-based | Philosophy | 1 |
| Fresno Pacific University | Alternative, IHE-based | Rec., Parks & Lesiure Stud. | 1 |
| Fresno Pacific University | Alternative, IHE-based | Social Studies | 3 |
| Fresno Pacific University | Alternative, IHE-based | TOTAL | 33 |
| High Tech High Communities | Alternative, not IHE-based | Biology | 1 |
| High Tech High Communities | Alternative, not IHE-based | Computer Science | 1 |
| High Tech High Communities | Alternative, not IHE-based | English | 1 |
| High Tech High Communities | Alternative, not IHE-based | Geology | 1 |
| High Tech High Communities | Alternative, not IHE-based | History | 1 |
| High Tech High Communities | Alternative, not IHE-based | Kinesiology | 1 |
| High Tech High Communities | Alternative, not IHE-based | Materials Science & Engineering | 1 |
| High Tech High Communities | Alternative, not IHE-based | Mathematics | 3 |
| High Tech High Communities | Alternative, not IHE-based | Mechanical Engineering | 1 |
| High Tech High Communities | Alternative, not IHE-based | Visual Arts (Media) | 1 |
| High Tech High Communities | Alternative, not IHE-based | TOTAL | 12 |
| Holy Names University | Alternative, IHE-based | African American Studies | 1 |
| Holy Names University | Alternative, IHE-based | Art | 1 |
| Holy Names University | Alternative, IHE-based | Communication | 1 |
| Holy Names University | Alternative, IHE-based | History | 1 |
| Holy Names University | Alternative, IHE-based | Human Development | 1 |
| Holy Names University | Alternative, IHE-based | International Studies and Economics | 1 |
| Holy Names University | Alternative, IHE-based | Liberal Studies | 2 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| Holy Names University | Alternative, IHE-based | Political Science | 1 |
| Holy Names University | Alternative, IHE-based | Public Administration | 1 |
| Holy Names University | Alternative, IHE-based | Sociology | 1 |
| Holy Names University | Alternative, IHE-based | TOTAL | 11 |
| Humboldt State University | Alternative, IHE-based | Biology | 1 |
| Humboldt State University | Alternative, IHE-based | Liberal Studies | 1 |
| Humboldt State University | Alternative, IHE-based | Psychology | 1 |
| Humboldt State University | Alternative, IHE-based | TOTAL | 3 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Adminstration of Justice | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Agriculture Business | 3 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Animal Science | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Anthropology | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Art | 3 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Art Studio | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Art/General Design | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Behavioral Science | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Bible and Theology | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Biochemistry | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Biology | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Business | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Business Administration | 9 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Business Administration/Marketing | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Business Management | 3 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Cellular and Developmental Biology | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Child Development | 7 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Civil Engineering | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | communication Disorders | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Communication Studies | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Computer Data Processing Management | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Contemporary Christian Ministries | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Criminal Justice | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Criminology and Criminal Justice | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Dance | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Economics | 3 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Education | 4 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | English | 12 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | English Literature | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | General Pedagogical Studies | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Graphic Arts | 1 |

Teachers Prepared by Academic Major - Alternative Route

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | History | 7 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Home Economics | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Human Services | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Inderdisciplinary Studies | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Inter-American Studies | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Kinesiology | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Liberal Studies | 44 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Liberal Studies/Child Development | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Linguistics | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Mathematics | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | NaturalScience | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Organizational Behavior | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Physical Education | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Physical Education/Kinesiology | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Psychology | 8 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Rhetoric | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Social Sciences | 5 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Social Work | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Sociology | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Special Education | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Telecommunicate Arts | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Theatre | 3 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Undeclared | 7 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Visual Arts Education | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Vocational Education | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | TOTAL | 183 |
| La Sierra University | Alternative, IHE-based | Business Education | 1 |
| La Sierra University | Alternative, IHE-based | Excersice Science: Physical Education | 1 |
| La Sierra University | Alternative, IHE-based | Mathematics | 1 |
| La Sierra University | Alternative, IHE-based | TOTAL | 3 |
| Los Angeles Unified School District | Alternative, not IHE-based | American Studies | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Anthropology | 2 |
| Los Angeles Unified School District | Alternative, not IHE-based | Applied Physics | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Art | 3 |
| Los Angeles Unified School District | Alternative, not IHE-based | Biochemistry | 2 |
| Los Angeles Unified School District | Alternative, not IHE-based | Biology | 11 |
| Los Angeles Unified School District | Alternative, not IHE-based | Business Administration | 4 |
| Los Angeles Unified School District | Alternative, not IHE-based | Child Development | 3 |
| Los Angeles Unified School District | Alternative, not IHE-based | Communications | 1 |

Teachers Prepared by Academic Major - Alternative Route

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| Los Angeles Unified School District | Alternative, not IHE-based | Criminal Justice | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Drama/Acting | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Educational Studies | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Engineering | 3 |
| Los Angeles Unified School District | Alternative, not IHE-based | English | 5 |
| Los Angeles Unified School District | Alternative, not IHE-based | Fine Arts | 2 |
| Los Angeles Unified School District | Alternative, not IHE-based | History | 2 |
| Los Angeles Unified School District | Alternative, not IHE-based | Human Development | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Humanities | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Interdisciplinary Studies | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Liberal Arts | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Liberal Studies | 13 |
| Los Angeles Unified School District | Alternative, not IHE-based | Mathematics | 8 |
| Los Angeles Unified School District | Alternative, not IHE-based | Painting & Printmaking | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Political Science | 6 |
| Los Angeles Unified School District | Alternative, not IHE-based | Print Journalism | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Psychology | 9 |
| Los Angeles Unified School District | Alternative, not IHE-based | Religious Studies | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Social Science | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Sociology | 4 |
| Los Angeles Unified School District | Alternative, not IHE-based | TOTAL | 91 |
| Loyola Marymount University | Alternative, IHE-based | Elementary Education | 22 |
| Loyola Marymount University | Alternative, IHE-based | Secondary Education | 47 |
| Loyola Marymount University | Alternative, IHE-based | Special Education | 22 |
| Loyola Marymount University | Alternative, IHE-based | TOTAL | 91 |
| Mount St. Mary's College | Alternative, IHE-based | Art | 1 |
| Mount St. Mary's College | Alternative, IHE-based | History | 1 |
| Mount St. Mary's College | Alternative, IHE-based | Hotel & Rest. Mgmt. | 1 |
| Mount St. Mary's College | Alternative, IHE-based | Liberal Arts | 2 |
| Mount St. Mary's College | Alternative, IHE-based | Liberal Studies | 1 |
| Mount St. Mary's College | Alternative, IHE-based | Theatre | 1 |
| Mount St. Mary's College | Alternative, IHE-based | TOTAL | 7 |
| National Hispanic University | Alternative, IHE-based | Biological & Agricultural Engineering | 1 |
| National Hispanic University | Alternative, IHE-based | Biological Sciences | 1 |
| National Hispanic University | Alternative, IHE-based | Business Administration / Finance | 1 |
| National Hispanic University | Alternative, IHE-based | Chemical Engineering | 1 |
| National Hispanic University | Alternative, IHE-based | Electrical Engineering | 1 |
| National Hispanic University | Alternative, IHE-based | Human Services / Managment | 1 |
| National Hispanic University | Alternative, IHE-based | Mechanical Engineering | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| National Hispanic University | Alternative, IHE-based | Physical Education | 1 |
| National Hispanic University | Alternative, IHE-based | Public Relations | 1 |
| National Hispanic University | Alternative, IHE-based | TOTAL | 9 |
| National University | Alternative, IHE-based | Administration of Justice | 1 |
| National University | Alternative, IHE-based | Agricultural Business | 1 |
| National University | Alternative, IHE-based | American Multicultural Studies | 1 |
| National University | Alternative, IHE-based | Animal Psyiology and Neuroscience | 1 |
| National University | Alternative, IHE-based | Animal Science | 1 |
| National University | Alternative, IHE-based | Anthropology | 2 |
| National University | Alternative, IHE-based | Art | 6 |
| National University | Alternative, IHE-based | Art History | 2 |
| National University | Alternative, IHE-based | Behavioral Science | 2 |
| National University | Alternative, IHE-based | Biochemistry and Molecular Biology | 1 |
| National University | Alternative, IHE-based | Biology | 16 |
| National University | Alternative, IHE-based | Biopsychology | 1 |
| National University | Alternative, IHE-based | Business Administration | 10 |
| National University | Alternative, IHE-based | Business Management | 10 |
| National University | Alternative, IHE-based | Chemistry | 8 |
| National University | Alternative, IHE-based | Chicana and Chicano Studies | 1 |
| National University | Alternative, IHE-based | Child Development | 7 |
| National University | Alternative, IHE-based | Cinema-Television | 1 |
| National University | Alternative, IHE-based | Communication | 10 |
| National University | Alternative, IHE-based | Communication Arts | 1 |
| National University | Alternative, IHE-based | Communicative Disorders | 4 |
| National University | Alternative, IHE-based | Comparative Literature | 2 |
| National University | Alternative, IHE-based | Computer Science | 1 |
| National University | Alternative, IHE-based | Criminal Justice | 7 |
| National University | Alternative, IHE-based | Dance | 1 |
| National University | Alternative, IHE-based | Dietetics and Food Administration | 1 |
| National University | Alternative, IHE-based | Early Childhood | 3 |
| National University | Alternative, IHE-based | Ecology | 1 |
| National University | Alternative, IHE-based | Ecology and Systematic Biology | 1 |
| National University | Alternative, IHE-based | Economics | 3 |
| National University | Alternative, IHE-based | Electrical Engineering | 1 |
| National University | Alternative, IHE-based | Engineering Physics | 1 |
| National University | Alternative, IHE-based | English | 18 |
| National University | Alternative, IHE-based | Equine Studies | 1 |
| National University | Alternative, IHE-based | Family and Consumer Sciences | 3 |
| National University | Alternative, IHE-based | Film Production | 1 |

Teachers Prepared by Academic Major - Alternative Route

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| National University | Alternative, IHE-based | Global Studies | 1 |
| National University | Alternative, IHE-based | History | 19 |
| National University | Alternative, IHE-based | Human Development | 1 |
| National University | Alternative, IHE-based | Human Relations | 1 |
| National University | Alternative, IHE-based | Human Resource Management | 2 |
| National University | Alternative, IHE-based | Human Services Management | 4 |
| National University | Alternative, IHE-based | Industrial Engineering | 2 |
| National University | Alternative, IHE-based | Information Technology | 2 |
| National University | Alternative, IHE-based | International Relations | 3 |
| National University | Alternative, IHE-based | Journalism | 4 |
| National University | Alternative, IHE-based | Kinesiology | 15 |
| National University | Alternative, IHE-based | Landscape Architecture | 1 |
| National University | Alternative, IHE-based | Latin American Studies | 1 |
| National University | Alternative, IHE-based | Law | 1 |
| National University | Alternative, IHE-based | Liberal Studies | 61 |
| National University | Alternative, IHE-based | Linguistics | 1 |
| National University | Alternative, IHE-based | Literature | 2 |
| National University | Alternative, IHE-based | Marketing | 1 |
| National University | Alternative, IHE-based | Math | 9 |
| National University | Alternative, IHE-based | Mechanical Engineering | 1 |
| National University | Alternative, IHE-based | Music | 4 |
| National University | Alternative, IHE-based | Natural Resources | 1 |
| National University | Alternative, IHE-based | Natural Sciences | 1 |
| National University | Alternative, IHE-based | Nutrition | 1 |
| National University | Alternative, IHE-based | Organizational Behavior | 2 |
| National University | Alternative, IHE-based | Outdoor Education | 1 |
| National University | Alternative, IHE-based | Painting | 1 |
| National University | Alternative, IHE-based | PE | 6 |
| National University | Alternative, IHE-based | Philosophy | 5 |
| National University | Alternative, IHE-based | Physics | 3 |
| National University | Alternative, IHE-based | Political Science | 5 |
| National University | Alternative, IHE-based | Psychology | 33 |
| National University | Alternative, IHE-based | Public Relations | 1 |
| National University | Alternative, IHE-based | Recreation | 2 |
| National University | Alternative, IHE-based | Religion | 2 |
| National University | Alternative, IHE-based | Russian | 1 |
| National University | Alternative, IHE-based | Social Ecology | 1 |
| National University | Alternative, IHE-based | Social Science | 6 |
| National University | Alternative, IHE-based | Social Work | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| National University | Alternative, IHE-based | Sociology | 15 |
| National University | Alternative, IHE-based | Spanish | 10 |
| National University | Alternative, IHE-based | Speech Pathology | 2 |
| National University | Alternative, IHE-based | Surveying | 1 |
| National University | Alternative, IHE-based | Technology and Management | 1 |
| National University | Alternative, IHE-based | Theatre | 4 |
| National University | Alternative, IHE-based | Visual Arts | 1 |
| National University | Alternative, IHE-based | Zoology | 1 |
| National University | Alternative, IHE-based | TOTAL | 362 |
| Notre Dame de Namur University | Alternative, IHE-based | Biology | 1 |
| Notre Dame de Namur University | Alternative, IHE-based | Educational Specialist (mild/mod) | 9 |
| Notre Dame de Namur University | Alternative, IHE-based | Educational Specialist (mod/sev) | 4 |
| Notre Dame de Namur University | Alternative, IHE-based | Math | 4 |
| Notre Dame de Namur University | Alternative, IHE-based | TOTAL | 18 |
| Oakland Unified School District | Alternative, not IHE-based | Art History | 2 |
| Oakland Unified School District | Alternative, not IHE-based | Arts | 1 |
| Oakland Unified School District | Alternative, not IHE-based | Business | 2 |
| Oakland Unified School District | Alternative, not IHE-based | Communications | 1 |
| Oakland Unified School District | Alternative, not IHE-based | Economics | 1 |
| Oakland Unified School District | Alternative, not IHE-based | English | 5 |
| Oakland Unified School District | Alternative, not IHE-based | Environmental Science | 1 |
| Oakland Unified School District | Alternative, not IHE-based | French | 2 |
| Oakland Unified School District | Alternative, not IHE-based | Geography | 1 |
| Oakland Unified School District | Alternative, not IHE-based | History | 5 |
| Oakland Unified School District | Alternative, not IHE-based | International Affairs | 3 |
| Oakland Unified School District | Alternative, not IHE-based | Journalism | 1 |
| Oakland Unified School District | Alternative, not IHE-based | Linguistics | 1 |
| Oakland Unified School District | Alternative, not IHE-based | Other | 9 |
| Oakland Unified School District | Alternative, not IHE-based | Philosophy | 2 |
| Oakland Unified School District | Alternative, not IHE-based | Political Science | 4 |
| Oakland Unified School District | Alternative, not IHE-based | Psychology | 5 |
| Oakland Unified School District | Alternative, not IHE-based | religion | 1 |
| Oakland Unified School District | Alternative, not IHE-based | Sociology | 1 |
| Oakland Unified School District | Alternative, not IHE-based | Spanish | 2 |
| Oakland Unified School District | Alternative, not IHE-based | Writing | 1 |
| Oakland Unified School District | Alternative, not IHE-based | TOTAL | 51 |
| Orange County Office of Education | Alternative, not IHE-based | Anthropology | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Asian Studies | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Biology | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| Orange County Office of Education | Alternative, not IHE-based | Business | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Child Development | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Communciation Arts | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Comparative Literature | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Criminal Justice | 1 |
| Orange County Office of Education | Alternative, not IHE-based | English | 2 |
| Orange County Office of Education | Alternative, not IHE-based | Human Services | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Liberal Studies | 6 |
| Orange County Office of Education | Alternative, not IHE-based | Political Science | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Psychology | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Rcreation and Leisure | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Social Ecology | 1 |
| Orange County Office of Education | Alternative, not IHE-based | Sociology | 3 |
| Orange County Office of Education | Alternative, not IHE-based | Spanish | 2 |
| Orange County Office of Education | Alternative, not IHE-based | TOTAL | 26 |
| Pacific Oaks College | Alternative, IHE-based | Human Development | 1 |
| Pacific Oaks College | Alternative, IHE-based | TOTAL | 1 |
| Pepperdine University | Alternative, IHE-based | English | 1 |
| Pepperdine University | Alternative, IHE-based | History/Soc. Science | 1 |
| Pepperdine University | Alternative, IHE-based | Language | 1 |
| Pepperdine University | Alternative, IHE-based | Liberal Studies | 2 |
| Pepperdine University | Alternative, IHE-based | Mathematics | 1 |
| Pepperdine University | Alternative, IHE-based | Science:Biology | 2 |
| Pepperdine University | Alternative, IHE-based | TOTAL | 9 |
| Point Loma Nazarene University | Alternative, IHE-based | English | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | General Subjects | 2 |
| Point Loma Nazarene University | Alternative, IHE-based | Geosciences (Specialized) | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | Mathematics | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | Mild/Moderate Disabilities | 10 |
| Point Loma Nazarene University | Alternative, IHE-based | Moderate/Severe Disabilities | 2 |
| Point Loma Nazarene University | Alternative, IHE-based | Physical Education | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | Science: Geosciences | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | TOTAL | 19 |
| San Diego City Unified School District | Alternative, not IHE-based | Education Specialist | 24 |
| San Diego City Unified School District | Alternative, not IHE-based | TOTAL | 24 |
| San Diego State University | Alternative, IHE-based | Undeclared | 12 |
| San Diego State University | Alternative, IHE-based | TOTAL | 12 |
| San Jose State University | Alternative, IHE-based | Biology | 3 |
| San Jose State University | Alternative, IHE-based | Business | 4 |

Teachers Prepared by Academic Major - Alternative Route

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| San Jose State University | Alternative, IHE-based | Chemistry | 3 |
| San Jose State University | Alternative, IHE-based | Child Development | 10 |
| San Jose State University | Alternative, IHE-based | Communication | 3 |
| San Jose State University | Alternative, IHE-based | criminal Justice | 2 |
| San Jose State University | Alternative, IHE-based | Cultural Studies | 1 |
| San Jose State University | Alternative, IHE-based | economics | 1 |
| San Jose State University | Alternative, IHE-based | English | 3 |
| San Jose State University | Alternative, IHE-based | Exercise Science | 1 |
| San Jose State University | Alternative, IHE-based | Film and Digital Media | 1 |
| San Jose State University | Alternative, IHE-based | Fine Arts | 2 |
| San Jose State University | Alternative, IHE-based | graphic design | 1 |
| San Jose State University | Alternative, IHE-based | History | 1 |
| San Jose State University | Alternative, IHE-based | human development | 1 |
| San Jose State University | Alternative, IHE-based | interdisiplinaty Studies | 1 |
| San Jose State University | Alternative, IHE-based | Kinesiology | 3 |
| San Jose State University | Alternative, IHE-based | Legal Studies | 1 |
| San Jose State University | Alternative, IHE-based | Liberal Studies | 14 |
| San Jose State University | Alternative, IHE-based | Literature | 1 |
| San Jose State University | Alternative, IHE-based | Music | 2 |
| San Jose State University | Alternative, IHE-based | Nutrition | 1 |
| San Jose State University | Alternative, IHE-based | Physics | 1 |
| San Jose State University | Alternative, IHE-based | political Science | 1 |
| San Jose State University | Alternative, IHE-based | Psychology | 6 |
| San Jose State University | Alternative, IHE-based | Public Relations | 1 |
| San Jose State University | Alternative, IHE-based | Religion | 2 |
| San Jose State University | Alternative, IHE-based | Science | 1 |
| San Jose State University | Alternative, IHE-based | Social Science | 2 |
| San Jose State University | Alternative, IHE-based | Social Welfare | 1 |
| San Jose State University | Alternative, IHE-based | Sociology | 6 |
| San Jose State University | Alternative, IHE-based | Spanish | 2 |
| San Jose State University | Alternative, IHE-based | Speech | 1 |
| San Jose State University | Alternative, IHE-based | Theatre | 1 |
| San Jose State University | Alternative, IHE-based | Womens Studies | 1 |
| San Jose State University | Alternative, IHE-based | TOTAL | 77 |
| Santa Clara University | Alternative, IHE-based | Chemistry | 1 |
| Santa Clara University | Alternative, IHE-based | TOTAL | 1 |
| Sonoma State University | Alternative, IHE-based | Anthropology | 1 |
| Sonoma State University | Alternative, IHE-based | Art | 2 |
| Sonoma State University | Alternative, IHE-based | Electrical Engineering | 1 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| Sonoma State University | Alternative, IHE-based | Ethnic Studies | 1 |
| Sonoma State University | Alternative, IHE-based | Government | 1 |
| Sonoma State University | Alternative, IHE-based | History | 3 |
| Sonoma State University | Alternative, IHE-based | Liberal Studies | 4 |
| Sonoma State University | Alternative, IHE-based | Psychology | 5 |
| Sonoma State University | Alternative, IHE-based | Russian | 1 |
| Sonoma State University | Alternative, IHE-based | Social Science | 1 |
| Sonoma State University | Alternative, IHE-based | Sociology | 1 |
| Sonoma State University | Alternative, IHE-based | Spanish | 2 |
| Sonoma State University | Alternative, IHE-based | TOTAL | 23 |
| St. Mary's College of California | Alternative, IHE-based | History | 1 |
| St. Mary's College of California | Alternative, IHE-based | Human Development | 1 |
| St. Mary's College of California | Alternative, IHE-based | Journalism | 1 |
| St. Mary's College of California | Alternative, IHE-based | Liberal Studies | 1 |
| St. Mary's College of California | Alternative, IHE-based | Political Economy | 1 |
| St. Mary's College of California | Alternative, IHE-based | Psychology | 2 |
| St. Mary's College of California | Alternative, IHE-based | Social Science | 1 |
| St. Mary's College of California | Alternative, IHE-based | Spanish | 1 |
| St. Mary's College of California | Alternative, IHE-based | TOTAL | 9 |
| Stanislaus County Office of Education | Alternative, not IHE-based | Biology | 1 |
| Stanislaus County Office of Education | Alternative, not IHE-based | Business | 1 |
| Stanislaus County Office of Education | Alternative, not IHE-based | Early Child Development | 1 |
| Stanislaus County Office of Education | Alternative, not IHE-based | Liberal Studies | 2 |
| Stanislaus County Office of Education | Alternative, not IHE-based | Physical Education | 1 |
| Stanislaus County Office of Education | Alternative, not IHE-based | Social Science | 2 |
| Stanislaus County Office of Education | Alternative, not IHE-based | Spanish | 1 |
| Stanislaus County Office of Education | Alternative, not IHE-based | TOTAL | 9 |
| Touro University | Alternative, IHE-based | Art | 3 |
| Touro University | Alternative, IHE-based | Biological Science | 2 |
| Touro University | Alternative, IHE-based | Business | 1 |
| Touro University | Alternative, IHE-based | Developmentally Handicapped | 1 |
| Touro University | Alternative, IHE-based | Economics | 2 |
| Touro University | Alternative, IHE-based | Engineering | 1 |
| Touro University | Alternative, IHE-based | English | 3 |
| Touro University | Alternative, IHE-based | Health Sciences | 2 |
| Touro University | Alternative, IHE-based | Liberal Studies (Arts) | 7 |
| Touro University | Alternative, IHE-based | Mathematics | 4 |
| Touro University | Alternative, IHE-based | Music | 1 |
| Touro University | Alternative, IHE-based | Physical Education | 3 |

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| Touro University | Alternative, IHE-based | Political Science | 3 |
| Touro University | Alternative, IHE-based | Psychology | 3 |
| Touro University | Alternative, IHE-based | School Age Children Development | 1 |
| Touro University | Alternative, IHE-based | Science | 4 |
| Touro University | Alternative, IHE-based | Spanish | 3 |
| Touro University | Alternative, IHE-based | TOTAL | 44 |
| University of California, Irvine | Alternative, IHE-based | Biological Science | 2 |
| University of California, Irvine | Alternative, IHE-based | Criminal Justice | 1 |
| University of California, Irvine | Alternative, IHE-based | TOTAL | 3 |
| University of California, Los Angeles | Alternative, IHE-based | Education | 8 |
| University of California, Los Angeles | Alternative, IHE-based | TOTAL | 8 |
| University of California, Riverside | Alternative, IHE-based | Biology | 1 |
| University of California, Riverside | Alternative, IHE-based | Biology Teaching | 1 |
| University of California, Riverside | Alternative, IHE-based | English | 1 |
| University of California, Riverside | Alternative, IHE-based | Mathematics | 2 |
| University of California, Riverside | Alternative, IHE-based | Mathematics for Secondary School | 1 |
| University of California, Riverside | Alternative, IHE-based | Sociology | 1 |
| University of California, Riverside | Alternative, IHE-based | TOTAL | 7 |
| University of California, San Diego | Alternative, IHE-based | Biochemistry | 2 |
| University of California, San Diego | Alternative, IHE-based | Biology | 1 |
| University of California, San Diego | Alternative, IHE-based | Math | 9 |
| University of California, San Diego | Alternative, IHE-based | Physics | 1 |
| University of California, San Diego | Alternative, IHE-based | TOTAL | 13 |
| University of LaVerne | Alternative, IHE-based | Biology | 2 |
| University of LaVerne | Alternative, IHE-based | Business Administration | 2 |
| University of LaVerne | Alternative, IHE-based | Chemistry | 1 |
| University of LaVerne | Alternative, IHE-based | Economics | 1 |
| University of LaVerne | Alternative, IHE-based | History | 2 |
| University of LaVerne | Alternative, IHE-based | Human Physiology | 1 |
| University of LaVerne | Alternative, IHE-based | Liberal Studies | 6 |
| University of LaVerne | Alternative, IHE-based | Materials Science | 1 |
| University of LaVerne | Alternative, IHE-based | Psychology | 2 |
| University of LaVerne | Alternative, IHE-based | Pulic Administration | 1 |
| University of LaVerne | Alternative, IHE-based | Sociology | 1 |
| University of LaVerne | Alternative, IHE-based | TOTAL | 20 |
| University of Redlands | Alternative, IHE-based | Chemistry | 1 |
| University of Redlands | Alternative, IHE-based | Communication | 1 |
| University of Redlands | Alternative, IHE-based | Drawing & Painting | 1 |
| University of Redlands | Alternative, IHE-based | English | 2 |

Teachers Prepared by Academic Major - Alternative Route

| Institution | ProgramType | Academic Major Description | Number Prepared |
|---|---|---|---|
| University of Redlands | Alternative, IHE-based | History | 1 |
| University of Redlands | Alternative, IHE-based | Liberal Studies | 2 |
| University of Redlands | Alternative, IHE-based | Managerial & Oraganization Communication | 1 |
| University of Redlands | Alternative, IHE-based | Math | 3 |
| University of Redlands | Alternative, IHE-based | Political Science | 1 |
| University of Redlands | Alternative, IHE-based | Sociology/Anthropology | 1 |
| University of Redlands | Alternative, IHE-based | TOTAL | 14 |
| University of San Francisco | Alternative, IHE-based | Learning and Instruction | 11 |
| University of San Francisco | Alternative, IHE-based | TOTAL | 11 |
| University of the Pacific | Alternative, IHE-based | Music | 1 |
| University of the Pacific | Alternative, IHE-based | Social sciences | 1 |
| University of the Pacific | Alternative, IHE-based | TOTAL | 2 |
| Whittier College | Alternative, IHE-based | History | 1 |
| Whittier College | Alternative, IHE-based | Theology | 1 |
| Whittier College | Alternative, IHE-based | TOTAL | 2 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| Alliant International University | Alternative, IHE-based | Business | 1 |
| Alliant International University | Alternative, IHE-based | English | 21 |
| Alliant International University | Alternative, IHE-based | Foreign Language: Spanish | 2 |
| Alliant International University | Alternative, IHE-based | Foundational Level General Science | 1 |
| Alliant International University | Alternative, IHE-based | Foundational Level Mathematics | 28 |
| Alliant International University | Alternative, IHE-based | General Subjects | 112 |
| Alliant International University | Alternative, IHE-based | Mathematics | 6 |
| Alliant International University | Alternative, IHE-based | Music | 1 |
| Alliant International University | Alternative, IHE-based | Physical Education | 2 |
| Alliant International University | Alternative, IHE-based | Science: Biological Sciences | 28 |
| Alliant International University | Alternative, IHE-based | Science: Chemistry | 6 |
| Alliant International University | Alternative, IHE-based | Science: Physics | 1 |
| Alliant International University | Alternative, IHE-based | Social Science | 1 |
| Alliant International University | Alternative, IHE-based | TOTAL | 210 |
| Azusa Pacific University | Alternative, IHE-based | Art | 1 |
| Azusa Pacific University | Alternative, IHE-based | English | 3 |
| Azusa Pacific University | Alternative, IHE-based | Foundational-Level Mathematics | 7 |
| Azusa Pacific University | Alternative, IHE-based | General Subjects | 84 |
| Azusa Pacific University | Alternative, IHE-based | Geosciences (Specialized) | 1 |
| Azusa Pacific University | Alternative, IHE-based | Health Science | 1 |
| Azusa Pacific University | Alternative, IHE-based | Mathematics | 3 |
| Azusa Pacific University | Alternative, IHE-based | Physical Education | 1 |
| Azusa Pacific University | Alternative, IHE-based | Science: Geosciences | 1 |
| Azusa Pacific University | Alternative, IHE-based | Social Science | 1 |
| Azusa Pacific University | Alternative, IHE-based | Spanish | 1 |
| Azusa Pacific University | Alternative, IHE-based | TOTAL | 104 |
| Brandman University | Alternative, IHE-based | Art | 1 |
| Brandman University | Alternative, IHE-based | Biological Sciences (Specialized) | 1 |
| Brandman University | Alternative, IHE-based | Business | 3 |
| Brandman University | Alternative, IHE-based | English | 18 |
| Brandman University | Alternative, IHE-based | Foundational - Level Mathematics | 18 |
| Brandman University | Alternative, IHE-based | General Subjects | 172 |
| Brandman University | Alternative, IHE-based | Health Science | 8 |
| Brandman University | Alternative, IHE-based | Math | 3 |
| Brandman University | Alternative, IHE-based | Music | 1 |
| Brandman University | Alternative, IHE-based | Physical Education | 7 |
| Brandman University | Alternative, IHE-based | Science: Biological Sciences | 11 |
| Brandman University | Alternative, IHE-based | Science: Chemistry | 1 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| Brandman University | Alternative, IHE-based | Science: Geosciences | 1 |
| Brandman University | Alternative, IHE-based | Social Sciences | 13 |
| Brandman University | Alternative, IHE-based | Spanish | 2 |
| Brandman University | Alternative, IHE-based | TOTAL | 260 |
| California Baptist University | Alternative, IHE-based | English | 2 |
| California Baptist University | Alternative, IHE-based | Foundational Math | 1 |
| California Baptist University | Alternative, IHE-based | General Subjects | 5 |
| California Baptist University | Alternative, IHE-based | Math | 1 |
| California Baptist University | Alternative, IHE-based | TOTAL | 9 |
| California Lutheran University | Alternative, IHE-based | General Subjects | 13 |
| California Lutheran University | Alternative, IHE-based | Mathematics | 1 |
| California Lutheran University | Alternative, IHE-based | TOTAL | 14 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | Education Specialist Elementary | 25 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | English | 2 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | Foundation Level Mathematics | 6 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | Mathematics | 2 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | Multiple Subjects | 2 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | Music | 1 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | Physical Education | 2 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | Science: Chemistry | 3 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | TOTAL | 44 |
| California State University, Bakersfield | Alternative, IHE-based | Biology | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Business | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Communication | 1 |
| California State University, Bakersfield | Alternative, IHE-based | Elementary Education | 7 |
| California State University, Bakersfield | Alternative, IHE-based | Music | 3 |
| California State University, Bakersfield | Alternative, IHE-based | Science | 2 |
| California State University, Bakersfield | Alternative, IHE-based | Special Education | 39 |
| California State University, Bakersfield | Alternative, IHE-based | TOTAL | 54 |
| California State University, Channel Islands | Alternative, IHE-based | Biology | 3 |
| California State University, Channel Islands | Alternative, IHE-based | Ed. Specialist | 4 |
| California State University, Channel Islands | Alternative, IHE-based | English | 1 |
| California State University, Channel Islands | Alternative, IHE-based | Mathematics | 1 |
| California State University, Channel Islands | Alternative, IHE-based | TOTAL | 9 |
| California State University, Chico | Alternative, IHE-based | Agriculture | 2 |
| California State University, Chico | Alternative, IHE-based | English | 1 |
| California State University, Chico | Alternative, IHE-based | General Subjects | 14 |
| California State University, Chico | Alternative, IHE-based | Mathematics | 4 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| California State University, Chico | Alternative, IHE-based | Mild/Moderate | 11 |
| California State University, Chico | Alternative, IHE-based | Moderate/Severe | 7 |
| California State University, Chico | Alternative, IHE-based | Music | 2 |
| California State University, Chico | Alternative, IHE-based | Science: Biological Sciences | 1 |
| California State University, Chico | Alternative, IHE-based | TOTAL | 42 |
| California State University, Dominguez Hills | Alternative, IHE-based | Art | 1 |
| California State University, Dominguez Hills | Alternative, IHE-based | Biology | 7 |
| California State University, Dominguez Hills | Alternative, IHE-based | Early Childhood Special Ed | 12 |
| California State University, Dominguez Hills | Alternative, IHE-based | English | 7 |
| California State University, Dominguez Hills | Alternative, IHE-based | Foundational Math | 6 |
| California State University, Dominguez Hills | Alternative, IHE-based | Mathematics | 10 |
| California State University, Dominguez Hills | Alternative, IHE-based | Multiple Subjects | 2 |
| California State University, Dominguez Hills | Alternative, IHE-based | Music | 2 |
| California State University, Dominguez Hills | Alternative, IHE-based | Physical Education | 4 |
| California State University, Dominguez Hills | Alternative, IHE-based | Physics | 1 |
| California State University, Dominguez Hills | Alternative, IHE-based | Social Science | 1 |
| California State University, Dominguez Hills | Alternative, IHE-based | Spanish | 6 |
| California State University, Dominguez Hills | Alternative, IHE-based | Special Education | 40 |
| California State University, Dominguez Hills | Alternative, IHE-based | TOTAL | 99 |
| California State University, East Bay | Alternative, IHE-based | English | 7 |
| California State University, East Bay | Alternative, IHE-based | Foundational-Level General Science | 1 |
| California State University, East Bay | Alternative, IHE-based | Foundational-Level Mathematics | 9 |
| California State University, East Bay | Alternative, IHE-based | General Subjects | 13 |
| California State University, East Bay | Alternative, IHE-based | Mathematics | 4 |
| California State University, East Bay | Alternative, IHE-based | Physical Education | 2 |
| California State University, East Bay | Alternative, IHE-based | Science: Biological Sciences | 5 |
| California State University, East Bay | Alternative, IHE-based | Science: Chemistry | 2 |
| California State University, East Bay | Alternative, IHE-based | Science: Physics | 1 |
| California State University, East Bay | Alternative, IHE-based | Social Science | 9 |
| California State University, East Bay | Alternative, IHE-based | Spanish | 2 |
| California State University, East Bay | Alternative, IHE-based | Specialized Chemistry | 2 |
| California State University, East Bay | Alternative, IHE-based | TOTAL | 57 |
| California State University, Fresno | Alternative, IHE-based | English | 2 |
| California State University, Fresno | Alternative, IHE-based | Foreign Language: French | 1 |
| California State University, Fresno | Alternative, IHE-based | Foreign Language: Spanish | 1 |
| California State University, Fresno | Alternative, IHE-based | General Subjects | 25 |
| California State University, Fresno | Alternative, IHE-based | Industrial Technology | 1 |
| California State University, Fresno | Alternative, IHE-based | Mathematics | 12 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| California State University, Fresno | Alternative, IHE-based | Music | 5 |
| California State University, Fresno | Alternative, IHE-based | Physical Education | 2 |
| California State University, Fresno | Alternative, IHE-based | Science: Biology | 4 |
| California State University, Fresno | Alternative, IHE-based | Science: Chemistry | 3 |
| California State University, Fresno | Alternative, IHE-based | Social Science | 3 |
| California State University, Fresno | Alternative, IHE-based | TOTAL | 59 |
| California State University, Fullerton | Alternative, IHE-based | Biological (Specialized) | 2 |
| California State University, Fullerton | Alternative, IHE-based | Biology | 4 |
| California State University, Fullerton | Alternative, IHE-based | Chemistry (Specialized) | 2 |
| California State University, Fullerton | Alternative, IHE-based | Early Childhood Special Education | 14 |
| California State University, Fullerton | Alternative, IHE-based | English | 2 |
| California State University, Fullerton | Alternative, IHE-based | Foundational Level Math | 7 |
| California State University, Fullerton | Alternative, IHE-based | Foundational Level Science | 1 |
| California State University, Fullerton | Alternative, IHE-based | Geology | 3 |
| California State University, Fullerton | Alternative, IHE-based | Mathematics | 2 |
| California State University, Fullerton | Alternative, IHE-based | Mild/Moderate Special Education | 16 |
| California State University, Fullerton | Alternative, IHE-based | Moderate/Severe Special Education | 5 |
| California State University, Fullerton | Alternative, IHE-based | Physical Education | 1 |
| California State University, Fullerton | Alternative, IHE-based | Social Science | 1 |
| California State University, Fullerton | Alternative, IHE-based | TOTAL | 60 |
| California State University, Long Beach | Alternative, IHE-based | Biological Sciences | 4 |
| California State University, Long Beach | Alternative, IHE-based | Chemistry | 1 |
| California State University, Long Beach | Alternative, IHE-based | English | 1 |
| California State University, Long Beach | Alternative, IHE-based | Foreign Language: Arabic | 1 |
| California State University, Long Beach | Alternative, IHE-based | Foreign Language: French | 1 |
| California State University, Long Beach | Alternative, IHE-based | Foreign Language: Mandarin | 1 |
| California State University, Long Beach | Alternative, IHE-based | Foundational-Level Mathematics | 4 |
| California State University, Long Beach | Alternative, IHE-based | Geosciences | 2 |
| California State University, Long Beach | Alternative, IHE-based | Mild/Moderate Disabilities | 3 |
| California State University, Long Beach | Alternative, IHE-based | Moderate/Severe Disabilities | 4 |
| California State University, Long Beach | Alternative, IHE-based | Music | 1 |
| California State University, Long Beach | Alternative, IHE-based | Social Science | 1 |
| California State University, Long Beach | Alternative, IHE-based | TOTAL | 20 |
| California State University, Los Angeles | Alternative, IHE-based | Early Childhood SpEd | 9 |
| California State University, Los Angeles | Alternative, IHE-based | English | 2 |
| California State University, Los Angeles | Alternative, IHE-based | Found-Level Math | 4 |
| California State University, Los Angeles | Alternative, IHE-based | French | 1 |
| California State University, Los Angeles | Alternative, IHE-based | General Subjects | 39 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| California State University, Los Angeles | Alternative, IHE-based | Ind & Technology Ed | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Math | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Music | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Physical Education | 5 |
| California State University, Los Angeles | Alternative, IHE-based | Science-Biological Science | 5 |
| California State University, Los Angeles | Alternative, IHE-based | Science-Chemistry | 1 |
| California State University, Los Angeles | Alternative, IHE-based | Social Science | 2 |
| California State University, Los Angeles | Alternative, IHE-based | TOTAL | 70 |
| California State University, Monterey Bay | Alternative, IHE-based | Liberal Studies for Multiple Subjects | 200 |
| California State University, Monterey Bay | Alternative, IHE-based | Social Studies | 20 |
| California State University, Monterey Bay | Alternative, IHE-based | TOTAL | 220 |
| California State University, Northridge | Alternative, IHE-based | American Sign Language | 1 |
| California State University, Northridge | Alternative, IHE-based | Deaf and Hard-of-Hearing | 1 |
| California State University, Northridge | Alternative, IHE-based | Early Childhood Special Education | 11 |
| California State University, Northridge | Alternative, IHE-based | English | 10 |
| California State University, Northridge | Alternative, IHE-based | Foundational-Level Mathematics | 6 |
| California State University, Northridge | Alternative, IHE-based | French | 1 |
| California State University, Northridge | Alternative, IHE-based | General Subjects | 5 |
| California State University, Northridge | Alternative, IHE-based | Geosciences (Specialized) | 1 |
| California State University, Northridge | Alternative, IHE-based | Health Science | 1 |
| California State University, Northridge | Alternative, IHE-based | Mathematics | 2 |
| California State University, Northridge | Alternative, IHE-based | Mild/Moderate Disabilities | 45 |
| California State University, Northridge | Alternative, IHE-based | Moderate/Severe Disabilites | 3 |
| California State University, Northridge | Alternative, IHE-based | Physical Education | 8 |
| California State University, Northridge | Alternative, IHE-based | Science: Biological Sciences | 7 |
| California State University, Northridge | Alternative, IHE-based | Science: Chemistry | 1 |
| California State University, Northridge | Alternative, IHE-based | Science: Geosciences | 1 |
| California State University, Northridge | Alternative, IHE-based | Social Science | 2 |
| California State University, Northridge | Alternative, IHE-based | Spanish | 1 |
| California State University, Northridge | Alternative, IHE-based | TOTAL | 107 |
| California State University, Sacramento | Alternative, IHE-based | ART | 1 |
| California State University, Sacramento | Alternative, IHE-based | ENGL | 1 |
| California State University, Sacramento | Alternative, IHE-based | FM | 1 |
| California State University, Sacramento | Alternative, IHE-based | GES | 1 |
| California State University, Sacramento | Alternative, IHE-based | GS | 48 |
| California State University, Sacramento | Alternative, IHE-based | MATH | 1 |
| California State University, Sacramento | Alternative, IHE-based | MUSI | 2 |
| California State University, Sacramento | Alternative, IHE-based | SBS | 1 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| California State University, Sacramento | Alternative, IHE-based | TOTAL | 56 |
| California State University, San Bernardino | Alternative, IHE-based | Art | 1 |
| California State University, San Bernardino | Alternative, IHE-based | Biology | 3 |
| California State University, San Bernardino | Alternative, IHE-based | Chemistry | 2 |
| California State University, San Bernardino | Alternative, IHE-based | Early Childhood Education Specialist | 7 |
| California State University, San Bernardino | Alternative, IHE-based | English | 13 |
| California State University, San Bernardino | Alternative, IHE-based | Foundations of Math | 6 |
| California State University, San Bernardino | Alternative, IHE-based | French | 1 |
| California State University, San Bernardino | Alternative, IHE-based | General Subjectis | 31 |
| California State University, San Bernardino | Alternative, IHE-based | Geoscience | 3 |
| California State University, San Bernardino | Alternative, IHE-based | Math | 11 |
| California State University, San Bernardino | Alternative, IHE-based | Music | 3 |
| California State University, San Bernardino | Alternative, IHE-based | Physical Education | 3 |
| California State University, San Bernardino | Alternative, IHE-based | Social Science | 2 |
| California State University, San Bernardino | Alternative, IHE-based | Spanish | 1 |
| California State University, San Bernardino | Alternative, IHE-based | TOTAL | 87 |
| California State University, San Marcos | Alternative, IHE-based | Education Specialist | 2 |
| California State University, San Marcos | Alternative, IHE-based | TOTAL | 2 |
| California State University, Stanislaus | Alternative, IHE-based | Biological Science (Spec.) | 2 |
| California State University, Stanislaus | Alternative, IHE-based | Business | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Chemistry (Spec.) | 3 |
| California State University, Stanislaus | Alternative, IHE-based | English | 3 |
| California State University, Stanislaus | Alternative, IHE-based | Geography | 2 |
| California State University, Stanislaus | Alternative, IHE-based | German | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Math (Foundational) | 5 |
| California State University, Stanislaus | Alternative, IHE-based | Mathematics | 6 |
| California State University, Stanislaus | Alternative, IHE-based | Mild/Moderate Disabilities | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Multiple Subject | 6 |
| California State University, Stanislaus | Alternative, IHE-based | Music | 3 |
| California State University, Stanislaus | Alternative, IHE-based | Science (Intro) | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Science: Biology | 2 |
| California State University, Stanislaus | Alternative, IHE-based | Science: Chemistry | 1 |
| California State University, Stanislaus | Alternative, IHE-based | Spanish | 2 |
| California State University, Stanislaus | Alternative, IHE-based | TOTAL | 39 |
| CalState TEACH | Alternative, IHE-based | general subjects | 68 |
| CalState TEACH | Alternative, IHE-based | TOTAL | 68 |
| Chapman University | Alternative, IHE-based | General Science | 7 |
| Chapman University | Alternative, IHE-based | Science: Biological Science | 1 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| Chapman University | Alternative, IHE-based | TOTAL | 8 |
| Claremont Graduate University | Alternative, IHE-based | Education Specialist | 23 |
| Claremont Graduate University | Alternative, IHE-based | Single Subject | 36 |
| Claremont Graduate University | Alternative, IHE-based | TOTAL | 59 |
| Concordia University | Alternative, IHE-based | Foreign Language:Spanish | 1 |
| Concordia University | Alternative, IHE-based | TOTAL | 1 |
| Dominican University of California | Alternative, IHE-based | English | 1 |
| Dominican University of California | Alternative, IHE-based | General Subjects | 1 |
| Dominican University of California | Alternative, IHE-based | Math | 1 |
| Dominican University of California | Alternative, IHE-based | Science: Biological Science | 1 |
| Dominican University of California | Alternative, IHE-based | TOTAL | 4 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Art | 4 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Biology (Specialized) | 1 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Business | 1 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | English | 20 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Foundational-Level Math | 10 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Industrial & Technology Education | 1 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Mathematics | 9 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Music | 3 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Physical Education | 12 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Science: Biological Sciences | 6 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Science: GeoSciences | 3 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Science: Physics | 1 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Social Science | 2 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Spanish | 5 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | Special Education | 27 |
| Fortune School of Education (Project Pipline) | Alternative, not IHE-based | TOTAL | 105 |
| Fresno Pacific University | Alternative, IHE-based | Biology | 1 |
| Fresno Pacific University | Alternative, IHE-based | Chemistry | 1 |
| Fresno Pacific University | Alternative, IHE-based | Early Childhood Special Education | 4 |
| Fresno Pacific University | Alternative, IHE-based | Education Specialist - Mild/Moderate | 14 |
| Fresno Pacific University | Alternative, IHE-based | Education Specialist - Moderate/Severe | 4 |
| Fresno Pacific University | Alternative, IHE-based | English | 1 |
| Fresno Pacific University | Alternative, IHE-based | Foundational Level Math | 2 |
| Fresno Pacific University | Alternative, IHE-based | Math | 1 |
| Fresno Pacific University | Alternative, IHE-based | Multiple Subject | 3 |
| Fresno Pacific University | Alternative, IHE-based | Social Studies | 2 |
| Fresno Pacific University | Alternative, IHE-based | TOTAL | 33 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| High Tech High Communities | Alternative, not IHE-based | Art | 1 |
| High Tech High Communities | Alternative, not IHE-based | English | 1 |
| High Tech High Communities | Alternative, not IHE-based | Foundational-Level Math | 5 |
| High Tech High Communities | Alternative, not IHE-based | General Science | 1 |
| High Tech High Communities | Alternative, not IHE-based | History | 1 |
| High Tech High Communities | Alternative, not IHE-based | Mathematics | 1 |
| High Tech High Communities | Alternative, not IHE-based | PE | 1 |
| High Tech High Communities | Alternative, not IHE-based | Science: Biological Science | 1 |
| High Tech High Communities | Alternative, not IHE-based | TOTAL | 12 |
| Holy Names University | Alternative, IHE-based | Education Specialist | 4 |
| Holy Names University | Alternative, IHE-based | Multiple Subject | 5 |
| Holy Names University | Alternative, IHE-based | Single Subject | 2 |
| Holy Names University | Alternative, IHE-based | TOTAL | 11 |
| Humboldt State University | Alternative, IHE-based | Biology | 1 |
| Humboldt State University | Alternative, IHE-based | Special Education | 2 |
| Humboldt State University | Alternative, IHE-based | TOTAL | 3 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Multiple Subject | 45 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Agricultural | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Art | 2 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Biological Sciences | 5 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Business | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject English | 20 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Foundational Level Math | 10 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Industrial & Technology Education | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Math | 7 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Music | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Physical Education | 5 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Physics | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Social Science | 3 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | Single Subject Spanish | 1 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | TOTAL | 103 |
| La Sierra University | Alternative, IHE-based | General Subjects | 2 |
| La Sierra University | Alternative, IHE-based | Mathematics | 1 |
| La Sierra University | Alternative, IHE-based | Physical Education | 1 |
| La Sierra University | Alternative, IHE-based | TOTAL | 4 |
| Los Angeles Unified School District | Alternative, not IHE-based | Education Specialist - Mild/Moderate | 40 |
| Los Angeles Unified School District | Alternative, not IHE-based | Education Specialist - Moderate/Sever | 12 |
| Los Angeles Unified School District | Alternative, not IHE-based | Single Subject - Biology | 15 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| Los Angeles Unified School District | Alternative, not IHE-based | Single Subject - Chemistry | 4 |
| Los Angeles Unified School District | Alternative, not IHE-based | Single Subject - Foundational Level Math | 11 |
| Los Angeles Unified School District | Alternative, not IHE-based | Single Subject - Geoscience | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | Single Subject - Math | 7 |
| Los Angeles Unified School District | Alternative, not IHE-based | Single Subject - Physics | 1 |
| Los Angeles Unified School District | Alternative, not IHE-based | TOTAL | 91 |
| Loyola Marymount University | Alternative, IHE-based | English | 17 |
| Loyola Marymount University | Alternative, IHE-based | Foundational-Level Mathematics | 6 |
| Loyola Marymount University | Alternative, IHE-based | General Subjects | 40 |
| Loyola Marymount University | Alternative, IHE-based | Science: Chemistry | 4 |
| Loyola Marymount University | Alternative, IHE-based | Science:Biological Sciences | 10 |
| Loyola Marymount University | Alternative, IHE-based | Social Science | 9 |
| Loyola Marymount University | Alternative, IHE-based | Spanish | 5 |
| Loyola Marymount University | Alternative, IHE-based | TOTAL | 91 |
| Mount St. Mary's College | Alternative, IHE-based | Multiple Subject | 7 |
| Mount St. Mary's College | Alternative, IHE-based | TOTAL | 7 |
| National Hispanic University | Alternative, IHE-based | General Subjects | 1 |
| National Hispanic University | Alternative, IHE-based | Mathematics | 1 |
| National Hispanic University | Alternative, IHE-based | Physics | 1 |
| National Hispanic University | Alternative, IHE-based | Science: Biological Sciences | 1 |
| National Hispanic University | Alternative, IHE-based | Special Education (mild/moderate) | 5 |
| National Hispanic University | Alternative, IHE-based | TOTAL | 9 |
| National University | Alternative, IHE-based | Arabic | 1 |
| National University | Alternative, IHE-based | Art | 4 |
| National University | Alternative, IHE-based | ASL | 1 |
| National University | Alternative, IHE-based | Biology | 14 |
| National University | Alternative, IHE-based | Biology Specialized | 2 |
| National University | Alternative, IHE-based | Business | 2 |
| National University | Alternative, IHE-based | Chemistry | 7 |
| National University | Alternative, IHE-based | Chemistry Specialized | 3 |
| National University | Alternative, IHE-based | English | 29 |
| National University | Alternative, IHE-based | Found Level Math | 22 |
| National University | Alternative, IHE-based | Found Level Sci | 4 |
| National University | Alternative, IHE-based | French | 1 |
| National University | Alternative, IHE-based | General Subjects | 185 |
| National University | Alternative, IHE-based | Geoscience | 2 |
| National University | Alternative, IHE-based | Geoscience Specialized | 1 |
| National University | Alternative, IHE-based | Health Science | 15 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| National University | Alternative, IHE-based | Industrial and Tech Ed | 1 |
| National University | Alternative, IHE-based | Korean | 1 |
| National University | Alternative, IHE-based | Math | 13 |
| National University | Alternative, IHE-based | Music | 3 |
| National University | Alternative, IHE-based | PE | 20 |
| National University | Alternative, IHE-based | Physics | 3 |
| National University | Alternative, IHE-based | Physics Specialized | 1 |
| National University | Alternative, IHE-based | Social Science | 20 |
| National University | Alternative, IHE-based | Spanish | 8 |
| National University | Alternative, IHE-based | TOTAL | 362 |
| Notre Dame de Namur University | Alternative, IHE-based | Biology | 1 |
| Notre Dame de Namur University | Alternative, IHE-based | Educational Specialist (mild/mod) | 9 |
| Notre Dame de Namur University | Alternative, IHE-based | Educational specialist (mod/sev) | 4 |
| Notre Dame de Namur University | Alternative, IHE-based | Math | 4 |
| Notre Dame de Namur University | Alternative, IHE-based | TOTAL | 18 |
| Oakland Unified School District | Alternative, not IHE-based | mild moderate special education | 51 |
| Oakland Unified School District | Alternative, not IHE-based | TOTAL | 51 |
| Orange County Office of Education | Alternative, not IHE-based | Mild to Moderate Disabilities | 26 |
| Orange County Office of Education | Alternative, not IHE-based | TOTAL | 26 |
| Pacific Oaks College | Alternative, IHE-based | Education Specialist, Level I, Mild/Moderate | 1 |
| Pacific Oaks College | Alternative, IHE-based | TOTAL | 1 |
| Pepperdine University | Alternative, IHE-based | English | 1 |
| Pepperdine University | Alternative, IHE-based | For. Lang.-ASL | 1 |
| Pepperdine University | Alternative, IHE-based | General Subjects | 2 |
| Pepperdine University | Alternative, IHE-based | Mathematics | 1 |
| Pepperdine University | Alternative, IHE-based | Science:Biological | 2 |
| Pepperdine University | Alternative, IHE-based | Science:General | 1 |
| Pepperdine University | Alternative, IHE-based | Social Science | 1 |
| Pepperdine University | Alternative, IHE-based | TOTAL | 9 |
| Point Loma Nazarene University | Alternative, IHE-based | English | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | General Subjects | 2 |
| Point Loma Nazarene University | Alternative, IHE-based | Geosciences (Specialized) | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | Mathematics | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | Mild/Moderate Disabilities | 10 |
| Point Loma Nazarene University | Alternative, IHE-based | Moderate/Severe Disabilities | 2 |
| Point Loma Nazarene University | Alternative, IHE-based | Physical Education | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | Science: Geosciences | 1 |
| Point Loma Nazarene University | Alternative, IHE-based | TOTAL | 19 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| San Diego City Unified School District | Alternative, not IHE-based | Math | 9 |
| San Diego City Unified School District | Alternative, not IHE-based | Science | 1 |
| San Diego City Unified School District | Alternative, not IHE-based | TOTAL | 10 |
| San Diego State University | Alternative, IHE-based | Biological Science | 1 |
| San Diego State University | Alternative, IHE-based | English | 2 |
| San Diego State University | Alternative, IHE-based | Foundations Math | 1 |
| San Diego State University | Alternative, IHE-based | Multiple Subject: Elementary | 1 |
| San Diego State University | Alternative, IHE-based | Special Education | 7 |
| San Diego State University | Alternative, IHE-based | TOTAL | 12 |
| San Francisco State University | Alternative, IHE-based | Certificate of Eligibility: Prelim. Admin. Svcs. | 1 |
| San Francisco State University | Alternative, IHE-based | Deaf and Hard of Hearing | 1 |
| San Francisco State University | Alternative, IHE-based | Early Childhood Special Ed. | 16 |
| San Francisco State University | Alternative, IHE-based | English | 6 |
| San Francisco State University | Alternative, IHE-based | Foundation Math. | 2 |
| San Francisco State University | Alternative, IHE-based | Home Economics | 1 |
| San Francisco State University | Alternative, IHE-based | Italian | 1 |
| San Francisco State University | Alternative, IHE-based | Mandarin | 1 |
| San Francisco State University | Alternative, IHE-based | Mathematics | 6 |
| San Francisco State University | Alternative, IHE-based | Mild Moderate Disabilities | 29 |
| San Francisco State University | Alternative, IHE-based | Moderate Severe Disabilities | 26 |
| San Francisco State University | Alternative, IHE-based | Multiple Subjects | 19 |
| San Francisco State University | Alternative, IHE-based | Music | 1 |
| San Francisco State University | Alternative, IHE-based | Physical and Health Impairments | 4 |
| San Francisco State University | Alternative, IHE-based | Physical Education | 2 |
| San Francisco State University | Alternative, IHE-based | PPS: Counseling | 1 |
| San Francisco State University | Alternative, IHE-based | Science: Biology | 8 |
| San Francisco State University | Alternative, IHE-based | Spanish | 3 |
| San Francisco State University | Alternative, IHE-based | Visual Impairments | 7 |
| San Francisco State University | Alternative, IHE-based | TOTAL | 135 |
| San Jose State University | Alternative, IHE-based | Art | 1 |
| San Jose State University | Alternative, IHE-based | Biology | 1 |
| San Jose State University | Alternative, IHE-based | Chemistry | 1 |
| San Jose State University | Alternative, IHE-based | Chemistry Specialized | 1 |
| San Jose State University | Alternative, IHE-based | English | 4 |
| San Jose State University | Alternative, IHE-based | Multipl Subject | 41 |
| San Jose State University | Alternative, IHE-based | Music | 1 |
| San Jose State University | Alternative, IHE-based | Physical education | 3 |
| San Jose State University | Alternative, IHE-based | Single Subject | 14 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| San Jose State University | Alternative, IHE-based | Spanish | 2 |
| San Jose State University | Alternative, IHE-based | Special Education | 22 |
| San Jose State University | Alternative, IHE-based | TOTAL | 77 |
| Santa Clara University | Alternative, IHE-based | Chemistry | 1 |
| Santa Clara University | Alternative, IHE-based | Physics | 1 |
| Santa Clara University | Alternative, IHE-based | TOTAL | 2 |
| Sonoma State University | Alternative, IHE-based | Art | 1 |
| Sonoma State University | Alternative, IHE-based | English | 1 |
| Sonoma State University | Alternative, IHE-based | General Subjects | 13 |
| Sonoma State University | Alternative, IHE-based | Health Science | 1 |
| Sonoma State University | Alternative, IHE-based | Mathematics | 1 |
| Sonoma State University | Alternative, IHE-based | Physical Education | 1 |
| Sonoma State University | Alternative, IHE-based | Social Science | 3 |
| Sonoma State University | Alternative, IHE-based | Spanish | 2 |
| Sonoma State University | Alternative, IHE-based | TOTAL | 23 |
| St. Mary's College of California | Alternative, IHE-based | English | 1 |
| St. Mary's College of California | Alternative, IHE-based | Multiple Subject | 2 |
| St. Mary's College of California | Alternative, IHE-based | Spanish | 2 |
| St. Mary's College of California | Alternative, IHE-based | Special Education | 4 |
| St. Mary's College of California | Alternative, IHE-based | TOTAL | 9 |
| Stanislaus County Office of Education | Alternative, not IHE-based | Special Education | 9 |
| Stanislaus County Office of Education | Alternative, not IHE-based | TOTAL | 9 |
| Touro University | Alternative, IHE-based | Business | 1 |
| Touro University | Alternative, IHE-based | English | 4 |
| Touro University | Alternative, IHE-based | Found. Math | 1 |
| Touro University | Alternative, IHE-based | General Science | 1 |
| Touro University | Alternative, IHE-based | General Subjects SPED | 24 |
| Touro University | Alternative, IHE-based | Health Science | 1 |
| Touro University | Alternative, IHE-based | Math | 5 |
| Touro University | Alternative, IHE-based | Phyiscal Ed. | 3 |
| Touro University | Alternative, IHE-based | Science Biological | 2 |
| Touro University | Alternative, IHE-based | TOTAL | 44 |
| University of California, Irvine | Alternative, IHE-based | Biological Science | 1 |
| University of California, Irvine | Alternative, IHE-based | English | 2 |
| University of California, Irvine | Alternative, IHE-based | TOTAL | 3 |
| University of California, Los Angeles | Alternative, IHE-based | English | 3 |
| University of California, Los Angeles | Alternative, IHE-based | Mathematics | 2 |
| University of California, Los Angeles | Alternative, IHE-based | Science | 1 |

**Section 1d. Teachers Prepared: Provide the number of teachers prepared, by Subject area prepared to teach in 2009-10.**

| Institution | ProgramType | Subject Area Description | Number Prepared |
|---|---|---|---|
| University of California, Los Angeles | Alternative, IHE-based | Social Science | 2 |
| University of California, Los Angeles | Alternative, IHE-based | TOTAL | 8 |
| University of California, Riverside | Alternative, IHE-based | Education Specialist: Mild/Moderate Disabilities | 2 |
| University of California, Riverside | Alternative, IHE-based | Science: Biological Science | 1 |
| University of California, Riverside | Alternative, IHE-based | Single Subject: English | 1 |
| University of California, Riverside | Alternative, IHE-based | Single Subject: Mathematics | 3 |
| University of California, Riverside | Alternative, IHE-based | TOTAL | 7 |
| University of California, San Diego | Alternative, IHE-based | Biology | 3 |
| University of California, San Diego | Alternative, IHE-based | Chemistry | 1 |
| University of California, San Diego | Alternative, IHE-based | Math | 11 |
| University of California, San Diego | Alternative, IHE-based | Physics | 1 |
| University of California, San Diego | Alternative, IHE-based | TOTAL | 13 |
| University of LaVerne | Alternative, IHE-based | FM | 4 |
| University of LaVerne | Alternative, IHE-based | GS | 8 |
| University of LaVerne | Alternative, IHE-based | MATH | 1 |
| University of LaVerne | Alternative, IHE-based | PE | 1 |
| University of LaVerne | Alternative, IHE-based | SBS | 3 |
| University of LaVerne | Alternative, IHE-based | SC | 2 |
| University of LaVerne | Alternative, IHE-based | SS | 1 |
| University of LaVerne | Alternative, IHE-based | TOTAL | 20 |
| University of Redlands | Alternative, IHE-based | Art | 1 |
| University of Redlands | Alternative, IHE-based | ENGL | 3 |
| University of Redlands | Alternative, IHE-based | FLM | 1 |
| University of Redlands | Alternative, IHE-based | GS | 1 |
| University of Redlands | Alternative, IHE-based | Math | 3 |
| University of Redlands | Alternative, IHE-based | SBS | 1 |
| University of Redlands | Alternative, IHE-based | SIF | 4 |
| University of Redlands | Alternative, IHE-based | TOTAL | 14 |
| University of San Francisco | Alternative, IHE-based | Mild/Moderate Education Specialist | 11 |
| University of San Francisco | Alternative, IHE-based | TOTAL | 11 |
| University of the Pacific | Alternative, IHE-based | Multiple Subject-General Studies | 1 |
| University of the Pacific | Alternative, IHE-based | Music | 1 |
| University of the Pacific | Alternative, IHE-based | TOTAL | 2 |
| Whittier College | Alternative, IHE-based | General Subjects | 1 |
| Whittier College | Alternative, IHE-based | Mathematics | 1 |
| Whittier College | Alternative, IHE-based | TOTAL | 2 |

**Provide the total number of initial teacher certification preparation program completers in each of the following academic years:**

| Institution | ProgramType | 2009-10 | 2008-09 | 2007-08 |
|---|---|---|---|---|
| Alliant International University | Alternative, IHE-based | 210 | 65 | 158 |
| Azusa Pacific University | Alternative, IHE-based | 104 | 468 | 499 |
| Brandman University | Alternative, IHE-based | 260 | 341 | 403 |
| California Baptist University | Alternative, IHE-based | 9 | 82 | 100 |
| California Lutheran University | Alternative, IHE-based | 7 | 28 | 14 |
| California State Polytechnic University, Pomona | Alternative, IHE-based | 44 | 60 | 115 |
| California State University, Bakersfield | Alternative, IHE-based | 39 | 84 | 128 |
| California State University, Channel Islands | Alternative, IHE-based | 10 | 10 | 19 |
| California State University, Chico | Alternative, IHE-based | 24 | 36 | 43 |
| California State University, Dominguez Hills | Alternative, IHE-based | 99 | 214 | 252 |
| California State University, East Bay | Alternative, IHE-based | 57 | 88 | 183 |
| California State University, Fresno | Alternative, IHE-based | 59 | 55 | 78 |
| California State University, Fullerton | Alternative, IHE-based | 60 | 43 | 81 |
| California State University, Long Beach | Alternative, IHE-based | 20 | 59 | 75 |
| California State University, Los Angeles | Alternative, IHE-based | 70 | 98 | 100 |
| California State University, Monterey Bay | Alternative, IHE-based | 220 | 241 | 236 |
| California State University, Northridge | Alternative, IHE-based | 107 | 130 | 147 |
| California State University, Sacramento | Alternative, IHE-based | 56 | 52 | 85 |
| California State University, San Bernardino | Alternative, IHE-based | 87 | 131 | 182 |
| California State University, San Marcos | Alternative, IHE-based | 2 | 6 | 5 |
| California State University, Stanislaus | Alternative, IHE-based | 30 | 78 | 86 |
| CalState TEACH | Alternative, IHE-based | 68 | 127 | 186 |
| Chapman University | Alternative, IHE-based | 8 | 18 | 25 |
| Claremont Graduate University | Alternative, IHE-based | 59 | 105 | 75 |
| Concordia University | Alternative, IHE-based | 1 | 1 | 2 |
| Dominican University of California | Alternative, IHE-based | 4 | 17 | 25 |
| Fortune School of Education (Project Pipeline) | Alternative, not IHE-based | 104 | 149 | 121 |
| Fresno Pacific University | Alternative, IHE-based | 33 | 21 | 39 |
| High Tech High Communities | Alternative, not IHE-based | 12 | 21 | 7 |
| Holy Names University | Alternative, IHE-based | 11 | 11 | 13 |
| Humboldt State University | Alternative, IHE-based | 3 | 4 | 10 |
| IMPACT (San Joaquin County Office of Education) | Alternative, not IHE-based | 183 | 222 | 120 |
| La Sierra University | Alternative, IHE-based | 3 | 36 | 19 |
| Los Angeles Unified School District | Alternative, not IHE-based | 91 | 153 | 168 |

Program Completers - Alterative Route

**Provide the total number of initial teacher certification preparation program completers in each of the following academic years:**

| Institution | ProgramType | 2009-10 | 2008-09 | 2007-08 |
|---|---|---|---|---|
| Loyola Marymount University | Alternative, IHE-based | 91 | 175 | 152 |
| Mount St. Mary's College | Alternative, IHE-based | 7 | 6 | 2 |
| National Hispanic University | Alternative, IHE-based | 9 | 24 | 29 |
| National University | Alternative, IHE-based | 362 | 614 | 589 |
| Notre Dame de Namur University | Alternative, IHE-based | 18 | 22 | 18 |
| Oakland Unified School District | Alternative, not IHE-based | 51 | 24 | 0 |
| Orange County Office of Education | Alternative, not IHE-based | 27 | 25 | 27 |
| Pacific Oaks College | Alternative, IHE-based | 1 | 1 | 0 |
| Patten University | Alternative, IHE-based | 6 | 2 | 2 |
| Pepperdine University | Alternative, IHE-based | 9 | 9 | 14 |
| Point Loma Nazarene University | Alternative, IHE-based | 19 | 95 | 26 |
| San Diego City Unified School District | Alternative, not IHE-based | 24 | 38 | 33 |
| San Diego State University | Alternative, IHE-based | 12 | 32 | 56 |
| San Francisco State University | Alternative, IHE-based | 72 | 90 | 101 |
| San Jose State University | Alternative, IHE-based | 86 | 83 | 82 |
| Santa Clara University | Alternative, IHE-based | 1 | 9 | 18 |
| Sonoma State University | Alternative, IHE-based | 229 | 238 | 249 |
| St. Mary's College of California | Alternative, IHE-based | 9 | 15 | 16 |
| Stanislaus County Office of Education | Alternative, not IHE-based | 9 | 10 | 6 |
| Touro University | Alternative, IHE-based | 44 | 23 | 42 |
| University of California, Irvine | Alternative, IHE-based | 3 | 15 | 10 |
| University of California, Los Angeles | Alternative, IHE-based | 8 | 13 | 21 |
| University of California, Riverside | Alternative, IHE-based | 5 | 23 | 26 |
| University of California, San Diego | Alternative, IHE-based | 13 | 27 | 45 |
| University of LaVerne | Alternative, IHE-based | 20 | 50 | 88 |
| University of Phoenix | Alternative, IHE-based | 0 | 0 | 0 |
| University of Redlands | Alternative, IHE-based | 14 | 31 | 56 |
| University of San Francisco | Alternative, IHE-based | 11 | 10 | 19 |
| University of the Pacific | Alternative, IHE-based | 2 | 6 | 11 |
| Whittier College | Alternative, IHE-based | 2 | 8 | 8 |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
|---|---|---|---|---|---|
| Alliant International University | 2009-10 | 40 (total Trad. & Alt.) | Yes | First, the delivery of the fast-track Early Completion Option intern program for qualified Mathematics professionals is often attractive to prospective candidates. Additionally, our partnerships with organizations who recruit Silicon Valley STEM (Science, Technology, Engineering and Math) professionals opened a pipeline of prospective students, and the program initiated support systems to help career-changers succeed in a new profession. Finally, the organization increased online marketing efforts for prospective students generally, which may have contributed to meeting the goals for this specific subject. | The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they are ready for the demands of a classroom teacher of record. |
| Azusa Pacific University | 2009-10 | 20% increase | Yes | Fifty percent part-time recruiters have been employed. They are able to inform prospective candidates about the job opportunities in the shortage areasand have established regular contact points with undergrad cohorts i.e. week 46 Information Meeting with Human Development cohorts. They meet regularly with department leadership to discuss alternative routes and opportunities to recruit students into the programs. The format of information meetings has been changed to include a enrollment counselor from Graduate Admissions. The enrollment counselor can answer all admission questions. Recruiters, advisers, credential analysts, and enrollment counselors encourage candidates to consider Foundational Mathematics and other shortage areas as their subject area. | It is hoped that the 50% part-time recruiters will be moved to full-time employees. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas. They are also investigating and connecting students with job opportunities to teach abroad. |
| Brandman University | 2009-10 | 8 | Yes | We are increasing our outreach to potential teaching candidates (in each of the areas in the boxes on above). This includes increased marketing, as well as increased articulation agreements with local community colleges and our Early Advantage Program. | The strategies mentioned above have been implemented in an effort to increase the number of program completers in these teacher shortage areas. |
| California Baptist University | 2010-11 | Add programming in math | Yes | EDU and Math faculty will design coursework for Subject Matter Preparation program in math. | Received approval from Commission on Teacher Credentialing for new Subject Matter Preparation in math. |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
|---|---|---|---|---|---|
| California Lutheran University | 2009-10 | Recruit add'l students | No | In 2008-09, there was 1 Single Subject Math candidates, in 2009-10 there was 1.<br>The current budget crisis in California has severely limited opportunities for secondary intern candidates.<br>However, we continue to develop working relationship with the Math Department, and support the professor assigned to mentor math majors who are interested in teaching. We are strengthening support for education faculty who are very visible in the math community providing advisement opportunities. The CLU Math Department has made education courses part of their major requirement, thus uniting the two departments. | 1. K-12 outreach to veteran math teachers for professional development<br>2. Develop program for Math Specialist Authorization for veteran math teachers |
| California State Polytechnic University, Pomona | 2009-10 | See Description below | Yes | Cal Poly Pomona recruits undergraduate students into the STEM areas and supports their success through the Robert Noyce Scholars Program. Additional initiatives include supporting teacher candidates in preparation for the subject matter exam (CSET), preparing existing teachers to obtain subject matter competence through district-based content course, and supporting teacher candidates while in Clinical Practice to be able to afford to discontinue working in an unrelated job for support. The MSTI (Math Science Teaching Initiative) Program funded through the state legislature and the CSU system support the MSTI initiatives. | The Robert Noyce Scholarship Program for Math and Science Teachers seeks to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals who might otherwise not have considered the teaching profession, particularly those from underrepresented groups. Cal Poly Pomona provides support to the scholars throughout the period covered by the scholarships and up to four years after to assist the scholars to reach their goal of a credential and a teaching position. During 2009-10, we accepted an additional 17 Noyce Scholars; 19 others were alumni scholars.<br>Through the College of the Extended University, Cal Poly Pomona Department of Education is offered MSTI (Math Science Teaching Initiative) a program to prepare Pomona USD teachers for authorization to teach mathematics through Algebra II. The program targets middle and elementary school teachers with a multiple subject credential and entails a series of four courses in mathematics designed to teach the content and pedagogy |
| California State University, Bakersfield | 2009-10 | Increase enrollment | Yes | Concentrated efforts on recruitment in the undergraduate programs, such as Math and Liberal Studies. The Teacher Quality Program (TQP) grant conducts quarterly recruitment activities on campus and at area Community Colleges. | Improve program advertisement and the dissemination of program information. Improvement process is ongoing. |
| California State University, Channel Islands | 2009-10 | Increase from 0-1 | Yes | Implement a school-site undergraduate capstone experiential course for prospective single subject mathematics credential students. Disseminate print and web-based information to current students on campus and at local community colleges and to targeted high schools. Provide scholarships for credential students in mathematics education program. | Continue to seek special funding to enhance information dissemination, opportunities and support for students seeking credential in mathematics. Teaching positions in Mathematics scares in local schools. Intern opportunities not available |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, Chico | 2009-10 | In the grant proposal dev | Yes | •Special recruitment incentive campaign for Project M.A.T.H. (Mathematics And Teaching on the Horizon), including an increase in the tutor support to retain math education majors who start the program ($1000);<br>•Development and approval of a four-year blended mathematics education/teacher education program leading to a bachelor's degree and secondary math credential;<br>•Math mentoring program for at-risk students at local middle and high schools conducted by university students satisfying some of their early field experience requirements;<br>•"MSTI Launch" events to create new interest in math and science teaching, featuring speakers, hands-on activities, and information about available scholarships and teaching;<br>•Awarding of over $200,000 to date in Teacher Recruitment Project scholarships;<br>•Awarding of Noyce Scholarships for outstanding math and science candidates ($10,000 per year for two years); and<br>•Hiring of new School of Education tenure-track faculty member in math education. | The number of mathematics candidates dipped in 2009-10 after three very strong years. This dip may be due in part to teacher layoffs in the state, as well as limitations placed on spring enrollments by the CSU system in response to budget cuts. Our plan is to continue to work on the above strategies in 2010-11. |
| California State University, Dominguez Hills | 2009-10 | Double the num. from '06 | Yes | In 08-09 CSUDH prepared 147 credentialed Math teachers, the highest number in the CSU system. We have a comprehensive plan to recruit, prepare, place, and support Math teachers in hard-to-staff schools. We have developed a true pipeline linking community colleges, undergraduate programs, and credential programs. | Preparing Math teachers has been a focus of the School of Education for some time. We have obtained funding through state and federal grants, including several Transition to Teaching grants, a Math/Science Initiative grant (MSTI), a NOYCE grant, and more recently a TQE grant. We have learned that we must approach this comprehensively, and in direct collaboration with our school partners. We've learned that we must recruit from several populations, including high schools and middle schools. We have expanded our work to professional development for Master Math Teachers in our local district. |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, East Bay | 2009-10 | 35 | No | With funding support by the CSU System's Math and Science Initiative, the College of Education and Allied Studies was able to enhance its partnership with the College of Science for the purpose of expanding the recruitment and outreach of prospective mathematics and science teachers. The following strategies were used: enhance recruitment materials in print and on the Internet, conduct more hands-on events, and increase partnerships with local pipeline organizations. An on-campus pipeline program for undergraduates who may consider teaching in mathematics or science was created entitled, Future Math and Science Teachers Scholars Program or FMSTSP. Participants who completed the FMSTSP program are guaranteed admissions into the university's teaching credential program provided that they have satisfied all admissions requirements. FMSTSP participants receive advising on credentialing matters, two quarterly events on math or science-related topics, field trip opportunities, and financial aid. | A program coordinator was designated to facilitate the recruitment efforts for both on and off-campus activities. The coordinator works closely with the departments and credentials office to ensure accurate and timely notices of events and deadlines. The college participation in the GE Clusters will begin in fall 2011. Feedback will be solicited from participants and integrated into the Unit Assessment Plan, where applicable. See Comments below. |
| California State University, Fresno | 2009-10 | 43 by 2010; 50 by 2013 | No | Mathematics and Science Teacher Initiative (MSTI), a multi-year systemwide effort to recruit and train Math and Science teachers. | AY 2006 - 13 teachers<br>AY 2007 - 22 teachers<br>AY 2008 - 35 teachers<br>AY 2009 - 36 teachers<br>AY 2010 - 46 teachers<br>The Mathematics and Science Teacher Initiative provides:<br>• FCSET workshops on science and math content<br>• Middle school math and science teaching methods courses<br>• Advising for prospective middle and high school mathematics and science teachers<br>• Reimbursement of CSET fees for mathematics and science subtests<br>• Reimbursement of CTC fees for mathematics and science credential applications<br>• Free membership in science and math professional organizations<br>• STEM news and information via COMET (California Online Mathematics Education Times) |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, Fullerton | 2009-10 | See below | Yes | Goal: Our goal for 2009-10 was a 5% increase in mathematics credentials.<br>Strategies for mathematics candidate recruitment and support include:<br>• scholarships<br>• distribution of brochures throughout campus<br>• articulation with undergraduate programs that are math-rich to promote mathematics teaching as a career option<br>• websites for mathematics and foundational-level mathematics credential programs<br>• web-based video about mathematics teaching<br>• community college outreach presentations<br>• outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science<br>• mentoring and support for students from underrepresented populations in the mathematics major who plan to enter teaching<br>• involvement of local teachers of mathematics in methods coursework to model effective practices<br>• training in the use of technology tools such as Geogebra<br>• funding to attend local mathematics education conferences (CMC-S and NCTM) | We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain. |
| California State University, Long Beach | 2009-10 | 4 | Yes | Maintained strong partnerships among the College of Education, the College of Natural Sciences and Mathematics, the College of Engineering, and Cerritos Community College. We recruited widely in these colleges, retained candidates, and provided strong advising in the Single Subject Math Credential Program. We funded additional sections of Math professional preparation to accommodate the increase in candidates. Initial initiative with Northrup Grumman wasn't as successful as our previous partnerships with Boeing (perhaps due to their corporate headquarters moving to VA). A promising new component was the Cerritos Summer GATE Academy (in addition to continued summer Math camps). This year we are partnering with Long Beach Unified School District to deliver coursework to credential 23 teachers in Math in response to a request from district superintendent Chris Steinhauser. | A concerted California State University involving all campuses and providing supportive resources has been critical to our success. Placing a priority on recruiting STEM candidates by our college dean is crucial and leads to resource allocation, primarily in making time available for key faculty to lead and participate in the recruiting and retention of candidates for STEM credentials. Faculty commitment to the effort is also important, including faculty at our partner community colleges who steer students toward STEM teaching careers. Collegial working relationships among teacher education, Math education, and Science education faculty are also valuable. Partnerships among the campus, community colleges, and school districts (already in place in our case) have been vital to our efforts, and have been strengthened through our collaborative efforts to increase our numbers of STEM candidates |
| California State University, Los Angeles | 2009-10 | increase applications 10% | No | We allocated additional MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community colleges to assist in increasing our applicant pool. However, due to the extraordinary teacher lay-offs in California, we were unable to recruit more teacher education applicants in mathematics. | Continue to solicit Intern Grants from California Department of Education with an emphasis on recruiting mathematics teachers. |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, Monterey Bay | 2008-09 | # of Math Credentials | Yes | Goal: Increase the percentage of students who have been credentialed in Math by 5%. | Goal met by increased recruitment efforts. |
| California State University, Northridge | 2009-10 | 60 | No | Math Science Technology Initiative (MSTI) a grant that supports workshops to help prepare future math and science teachers prepare to pass the California Standards Examination for Teachers exam. In addition, the College of Education collaborates with the College of Engineering and the College of Math and Science in the recruitment and preparation of teachers. Faculty from these colleges collaborate in writing grants that support the recruitment and preparation of teachers in math and science. The Education faculty also collaborate with local school districts and businesses in recruitment and preparation activities related to mathematics. In addition the Michael D. Eisner College of Education offers generous scholarships, ranging from $2,500 to $5000, to math and science teacher candidates. | |
| California State University, Sacramento | 2010-11 | see Traditional Report | Yes | | |
| California State University, San Bernardino | 2010-11 | 24 students in credential | Yes | Informational meetings for undergraduates and graduates from other universities in the area to enroll in the CSUSB math credential program. Encourage CSUSB to allow admission for Winter & Spring quarters. Fall 2010, 33 students were enrolled in either a math credential program or a foundational math credential program. | Program numbers in mathematics are determined by the economic situation of the local 53 school districts served by CSUSB. In 2008-09, Riverside & San Bernardino counties estimated the number of teacher hires for mathematics was 329. The need for credential teachers has decreased by 52% since 2008-09. |
| California State University, Stanislaus | 2010-11 | Increase by 10% | | Recruit teachers with various outreach services: workshops, information sessions, informational pamphlets, and advising. The College of Education's Teacher Recruitment and Retention Program (TRRP) and Math and Science Teaching Initiative (MSTI) also assists students in CSET preparation. | Meet with subject matter preparation program partners to help advise potential student teacher/intern candidates. |
| Chapman University | 2009-10 | 2 | No | Not Applicable. | The market in southern California has decreased due to the economy and we will be pursing a marketing campaign over the next few years to recoup. |
| Claremont Graduate University | 2009-10 | 25 Students | Yes | We have strong fellowship packages for Single Subject Mathematics candidates. We have an NSF grant and also a partnership with Harvey Mudd College and USC called Math for America. We also recruit heavily on Noyce participant college campuses like Berkeley, Pomona College, Harvey Mudd College, Scripps College, Pitzer College, and Claremont McKenna College. | We admitted 25 students in 2009/10. Our methods are working. |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Concordia University | 2009-10 | 0 | No | Candidates are apprised of the need for qualified teachers of mathematics during the application process.  There are at least four different times that candidates with majors or minors in mathematics are encouraged to pursue this credential.<br>1. Admission advisors present information on the Foundational Mathematics and Mathematics Credentials.<br>2. Information Sessions - The program hosts several Information Nights throughout the year.<br>3. Interview Process - the last step of the application process is an interview with programs directors and faculty.  Again, at this time applicants who are qualified are encouraged to pursue a mathematics credential. | |
| Dominican University of California | 2009-10 | 1-5 | Yes | Credential Candidates are encourgaged to apply for APLE grants to support their education. | |
| Fresno Pacific University | 2011-12 | 2 | No | Fresno Pacific University's home campus (Fresno, California) will partner with Fresno Unified School District (FUSD) during the 2011-12 year to provide opportunities for students who have passed the subject matter exams in mathematics to be placed in two local high-poverty high schools for intense, year-long  clinical training. This project is funded by FUSD through Quality Educational Investment Act (QEIA) Funds. Prospective math teachers receive $2,000.00 scholarships from the district, who sees this partnership as a successful "Grow your Own" approach to recruiting highly qualified, well-trained new teachers in hard-to-staff areas such as mathematics and science. | New goal |
| High Tech High Communities | 2010-11 | n/a | No | | At HTH, we do not function in this manner.  We employ teachers based on need and if they do not have a teaching credential, then they enter our teacher credential program. |
| Holy Names University | 2009-10 | 5 | No | Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force.<br>Worked with national recruiting agency, Oakland Teaching Fellows<br>Held webinar which faculty constructed describing our Credential Programs | Continue webinar and evaluate webinar with Oakland Teching Fellow staff<br>In beginning stages of building pathways from Undergraduate majors (Math) to Teacher Education Programs<br>Teacher Education and Undergraduate faculty have met with K-12 high school(academies)which focus on Math in high schools<br>Revise and improve current University website, Education pages |
| Humboldt State University | 2009-10 | Financial Incentives | Yes | Use of NOYCE Scholars Program and teacher recruitment funds to provide financial incentives/stipends to candidates in mathematics. | Development of website, recruitment materials and an increase in contacts with students in community colleges in California. |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Los Angeles Unified School District | 2009-10 | Based on District Need | Yes | monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information | |
| Loyola Marymount University | 2009-10 | 5 | Yes | Reaching out to undergraduate math majors through their departments; publicizing our partnership with Teach For America (TFA); visiting numerous graduate school fairs; working with TFA and other external partners to identify potential candidates. | Make contact with local undergraduate math department chairs to identify prospective teachers; continue to publicize our innovative math program and partnerships with local schools; contact local school districts to identify current teachers in need of a credential. |
| Mount St. Mary's College | 2009-10 | 10% | Yes | Goal: Increase math candidates Outreach to math department to encourage undergraduate students who with to teach K-12 to apply for the credential program. | Encourage prospective teacher candidates from outside the college to consider math as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials. |
| National Hispanic University | 2009-10 | 5 | No | | |
| National University | 2009-10 | Increase MTH enroll. | | 50% reduction tuition for the following courses: MATH 311 and MATH 325. Promotion of Math degree at Jr. Colleges and Military Bases. | Increase awareness of tuition discount for this program and further promote awareness for this high need area. |
| Notre Dame de Namur University | 2009-10 | 4 | Yes | Increase marketing. Individualized attention with program directors. | Increased enrollment means larger class size, so we capped class size. |
| Patten University | 2009-10 | 6 | No | Info Nights on campus by Associate Dean. Increase mailing & flyers to districts and schools. Some additional students realized. | Need an additional person to help with recruitment. Hired a recruiter April 2010, has already been reassigned. Need still exists. |
| Pepperdine University | 2011-12 | 3 | No | Previously, no numerical goals were set for the intern program regarding this particular shortage area. Recruitment for the upcoming school-year is already complete. Currently, none of the University Interns are earning credentials in math. For this reason, it should be our goal to recruit and retain a small cadre of interns who will help address this need. In order to do that, recruiters should consider contacting Pepperdine undergraduates earning degrees in math, they should also contact schools whose math teachers do not have a preliminary or clear credential, and we may consider adding a special note to math teachers on our website. | |
| Point Loma Nazarene University | 2009-10 | 1 | Yes | Designed, proposed to the university, and was approved to provide course to prepare candidates for passage of the test for Mathematics subject matter competence in the state of California | Offer course to candidates at four teaching sites. Include community members and LEAs in enrollment for this course |
| San Diego City Unified School District | 2009-10 | 80% | Yes | District Intern Support Provider will hold the same credential and teach in the same content as the intern candidate. | Used stricter guidelines for recruitment, and verified actual credentials held with the State. |

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| San Diego State University | 2009-10 | N/A | | The alternative program is designed to help districts where there are not enough credentialed teachers to meet the district needs. There are not goals to increase the number of teachers prepared in this program. | |
| San Francisco State University | 2009-10 | 10 | Yes | Interns who are teaching math are referred directly by the school districts to SF State's program. Also, website advertises special loans, grants and scholarships available to credential candidates teaching math. | Goal: Seek funding to support teacher preparation in math. Credential program funding cuts have impacted the number of interns able to be served. Cuts in district funding to IHE's for interns reduces support available on campus. |
| San Jose State University | 2010-11 | n/a | Yes | No goals for the intern program because interns are determined by the districts availability. | |
| Santa Clara University | 2009-10 | as many as possible | Yes | Santa Clara University's teaching credential programs have an outstanding reputation in the San Jose/Silicon Valley area. Individuals with strong mathematics and science backgrounds, particularly those leaving careers in the high tech and dot-com industries to pursue careers in education, often initiate contact with our faculty or admissions staff, or find out about our programs by attending one of our Information Night sessions. Another source of teacher candidates in mathematics and science is SCU's undergraduate population. SCU students who majored in mathematics or the sciences with the intent of joining the teaching profession frequently choose to remain at SCU to pursue their credential. Over the past few years, local school districts have sharply reduced the number of teacher interns they hire each academic year. However, local districts occasionally have openings for teacher interns in single subject mathematics and science classes. Santa Clara University has experienced some small success in plac | Because of the dearth of positions—even in mathematics and the sciences—we are no longer able to maintain a teacher intern program. The program is currently in sunset mode: individuals who began their two year internship in fall 2009 and fall 2010 will be able to finish their coursework and internship experiences, but we have stopped all admissions to the program. |
| Sonoma State University | 2009-10 | Meet teacher shortage | Yes | Elementary/Multiple Subject: Outreach continues at all field sites as credentialed teachers who are interested in mathematics are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in mathematics is encouraged to switch to the single subject program for a credential in that area. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students. Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations. | Elementary/Multiple Subjects: All candidates are advised of the new credentials available in general/foundational mathematics. Secondary/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by establishing a mathematics professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in math classes about becoming teachers. Invite students to campus to learn more about education programs. |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| St. Mary's College of California | 2009-10 | 0 | Yes | In California the only alternative route to certification that is available requires that the candidate be hired by a public school district prior to admission to the alternative program. The KSOE has no control over the either the vacancies or employment decisions of our local school districts. The first employment choice of the district must be a fully credentialed teacher, if available. The KSOE supports all of our qualified candidates who receive offers of employment as interns. | |
| Touro University | 2009-10 | Curriculum & Literacy | | Single subject mathematics candidates undertake an intensive study of the state adopted 7-12 Mathematics Content Standards and the Mathematics Framework for California Public Schools(2006) in the curriculum and instruction courses, EDU 775: Secondary Methods 1 and EDU 777: Secondary Methods 2, through a series of observations in EDU 780: Orientation to Student Teaching & Seminar, and through supervised teaching in EDU 781: Student Teaching & Seminar. Candidates identify the connections across major concepts and principles within mathematics and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected progression of conceptual understanding, computational skills, procedural skills, and problem-solving skills throughout the 7-12 grade levels. Thoroughly grounded in understanding the Standards and what constitutes a balanced mathematics program, single subject math candidates follow the Touro University Lesson Plan to design mathematics instruction.   Drawing on their | All math candidates need specific instruction in math strategies and literacy in the content area of math. |
| University of California, Irvine | 2009-10 | Increase Undergrad prep | Yes | Continue to offer multiple introductory courses related to math teaching and learning; b) increase opportunities for early field experience in K-12 classrooms; and c) target recruiting efforts at freshmen and sophomores. | Continue successful recruitment of math majors and the development and staffing of new courses has necessitated a strong partnership between deans and faculty representing mathematics and education departments.  The availability of special funding from the UC President's Office and from grants has been a significant factor in achieving our goal. |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| University of California, Riverside | 2009-10 | Recruitment | Yes | The Graduate School of Education works closely with the Science Mathematics Initiative program to recruit undergraduates majoring in mathematics.  Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. Math majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Scholarships and loan assumption programs are available to support candidates who pursue high need certification areas such as mathematics.  Workshops discussing these incentives are organized so prospective candidates can take advantage of this assistance. | The Graduate School of Education collaborates with the Academy of Learning for Partnerships for Higher Achievement Center (ALPHA) to develop programs for those seeking math and science careers.  This partnership resulted in the award of an NSF scholarship known as the Robert Noyce Teacher Scholarship and will be used to recruit undergraduates into the program.  The 2010-2011 academic year will have the first group of candidates who began their journey to teacher education and are scheduled to complete the teacher education program and licensure requirements. A partnership with a local school district has resulted in the development of the Pythagoras Program that will help foster professional development of all levels of teachers involved in mathematic curriculum. |
| University of California, San Diego | 2009-10 | 12 program completers | Yes | Science Math Initiative (SMI) collaboration with Math department on recruitment for Math Education minor as well as coursework & field placements; financial support for credential/M.Ed program | Early outreach through freshman seminars and faculty mentorships was valuable as well as articulation with math department. |
| University of LaVerne | 2008-09 | Mathematics waiver | No | Mathematics is expected to seek approval from the CA credential commission as a subject matter waiver program. Approved STEM program. | Actively pursue STEM students and increase number of STEM scholarships. |
| University of San Francisco | 2010-11 | Recruit | Yes | Response above is an error which we were unable to delete. During information meetings with prospective students we inform them that there is a teacher shortage in the area of mathematics.  We encourage Special Education candidates to also complete a Single Subject credential in a high need area, such as mathematics. We are currently working on a credential pathway that would allow mild/moderate special education credential candidates to simultaneously complete a K-12 Single Subject credential. | Continuous focused advertising and recruitment; provide assistance for candidates in terms of subject matter competence resources and financial support. |
| University of the Pacific | 2009-10 | 1 | Yes | We informed Diversified Majors in the Multiple Subject program who have concentrations in mathematics to take the CSET-Mathematics, subtests 1 and 2 and a single subject methods course so that they can qualify for two credentials (Multiple Subject and Foundational Mathematics, Single Subject). The Mathematics Department as a BA or BS pathway for a teaching credential in Foundational Mathematics or Mathematics (all courses). | We continue to recruit Diversified Major students with concentrations in mathematics to take the CSET-Mathematics, subtests 1 and 2.  We work with a consortium to recruit high school juniors for careers in math teaching.  Students attend the local community college and then apply to transfer to the University of the Pacific to major in mathematics or in liberal students (diversified major) with a mathematics minor. Four students transferred to our University in Fall 2010 who are in this recruitment program.  We increased the number of majors in Diversified-Liberal Studies in the fall 2010 freshman class and increased the number of transfer students.  We tell students about the Mathematics concentration in the major. |

Annual Goals for Mathematics - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Whittier College | 2009-10 | Identify Math majors | Yes | Work with mathematics department faculty in the college's undergraduate program to identify majors who might be interested in exploring teaching as a career.<br>Descriptions of strategies used to achieve goal:<br>1. Collected data from past 8 years on mathematics majors who completed single subject teaching credentials at Whittier College.<br>2. Discussed avenues for meeting with mathematics majors earlier in their programs to introduce them to the job market in teaching for mathematics at the secondary level. | Volunteered to offer programs for members of the Math Cub each year to discuss California requirements for earning single subject teaching credentials.<br>Planned schedule for meeting with mathematics faculty on a yearly basis to update advisors on credentialing requirements and opportunities for exploring careers in teaching as undergraduates. Targeted sophomore and junior mathematics majors for dissemination of brochures on teaching careers. |

Annual Goals for Science - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Alliant International University | 2009-10 | 40 (total Trad. & Alt.) | Yes | First, the delivery of the fast-track Early Completion Option intern program for qualified Science professionals is often attractive to prospective candidates. Additionally, our partnerships with organizations who recruit Silicon Valley STEM (Science, Technology, Engineering and Math) professionals opened a pipeline of prospective students, and the program initiated support systems to help career-changers succeed in a new profession. Finally, the organization increased online marketing efforts for prospective students generally, which may have contributed to meeting the goals for this specific subject. | The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they are ready for the demands of a classroom teacher of record. |
| Azusa Pacific University | 2009-10 | 20% increase | Yes | Fifty percent part-time recruiters have been employed. They are able to inform prospective candidates about the job opportunities in the shortage areasand have established regular contact points with undergrad cohorts i.e. week 46 Information Meeting with Human Development cohorts. They meet regularly with department leadership to discuss alternative routes and opportunities to recruit students into the programs.<br>The format of information meetings has been changed to be more convenient for prospective candidates. Recruiters, advisers, credential analysts, and enrollment counselors encourage candidates to consider Foundational Science and other shortage areas as their subject area. | It is hoped that the 50% part-time recruiters will be moved to full-time employees. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas. They are also investigating and connecting students with job opportunities to teach abroad. |
| Brandman University | 2009-10 | 7 | No | We are increasing our outreach to potential teaching candidates (in each of the areas in the boxes on above). This includes increased marketing, as well as increased articulation agreements with local community colleges and our Early Advantage Program. | The strategies mentioned above have been implemented in an effort to increase the number of program completers in these teacher shortage areas. |
| California Lutheran University | 2009-10 | Recruit add'l students | No | In 2008-09, there were 2 Single Subject Science candidates, in 2009-10 there were 2.<br>The current budget crisis in California has severely limited opportunities for secondary intern candidates.<br>However, we encouraged and advised Multiple Subject candidates to pursue added authorization of Single Subject Foundational-level General Science. | We have much to do to improve our relationship with the science department. We are in discussion about creating Subject Matter State approval, working with science faculty to support future teachers, and create joint projects for students and faculty. |

Annual Goals for Science - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State Polytechnic University, Pomona | 2009-10 | See Description below | Yes | **Cal Poly Pomona leads a Robert Noyce Scholars Program<br>**Workshops designed to prepare for the various subject matter exams in science<br>**Providing scholarships to complete Clinical Practice | The Robert Noyce Scholarship Program for Math and Science Teachers seeks to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals who might otherwise not have considered the teaching profession, particularly those from underrepresented groups. Cal Poly Pomona provides support to the scholars throughout the period covered by the scholarships and up to four years after to assist the scholars to reach their goal of a credential and a teaching position. During 2009-10, we accepted an additional 17 Noyce Scholars; 19 others were alumni scholars.<br>MSTI (Math Science Teacher Initiative) funds were used to support teacher candidates through stipends to concentrate on their Clinical Practice and not have to work at the same time. Many of our students in the STEM areas support themselves through college and, therefore, find it difficult to stop working to complete Clinical Practice. The stipends ensured that they would be able to complete their credential program. 12 MST |
| California State University, Bakersfield | 2009-10 | Increase enrollment | Yes | Concentrated efforts on recruitment in the undergraduate programs, such as Math and Science. The Teacher Quality Program grant conducts quarterly activities on campus and at Community Colleges. | Improve program advertisement and the dessimination of program information.<br>Improvement process is ongoing. |
| California State University, Channel Islands | 2009-10 | Increase from 3-3 | No | :  Implement an on-site undergraduate service learning course for prospective single subject science credential students. Disseminate print and web-based information to current students on campus and at local community colleges and target high schools. Participate on science teacher events at local community colleges. Provide scholarships for credential students in science education program. | Continue to seek special funding to enhance information dissemination, opportunities and support for students seeking credential in science. Teaching positions in Science scares in local schools. Intern opportunities not available. |

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, Chico | 2009-10 | In the grant proposal dev | No | •"MSTI Launch" events to create new interest in math and science teaching, featuring speakers, hands-on activities, and information about available scholarships and teaching;<br>•Awarding of over $200,000 to date in Teacher Recruitment Project (TRP) scholarships;<br>•Awarding of Noyce Scholarships for outstanding math and science candidates ($10,000 per year for two years);<br>•Mailings and emails sent to all students considering science education and recruiters available on the campus Preview Day with promotional and TRP and other scholarship information available;<br>•New science club, advised by a credentialed science teacher, maintains a strong presence on campus, with 25 students attending regularly scheduled events, seminars and activities;<br>•Recruiters visited five community colleges in the north state to promote the new science opportunities. | What we learned in attempting to meet this goal is that we were facing a pipeline problem. The greatest demand for science teachers is in biology, and the biology department was not attracting enough majors. In response to this concern, the College of Natural Sciences created two new degree and subject matter preparation programs, which have now been approved by the state and will begin in 2011-12:<br>•New BA in Life sciences with a track for teachers and a BA in Biological Sciences created; and<br>•New Bachelor of Arts in Natural Science designed to attract majors in Liberal Studies to add a foundational level science credential;<br>In addition, we will continue to work on the above strategies in 2010-11. |
| California State University, Dominguez Hills | 2009-10 | Double the num. from '06 | No | This goal is ongoing, yet numbers remain low.<br>We have a Natural Science Option in the undergraduate Liberal Studies program to steer candidates into science teaching. We have a newly-approved Subject Matter Preparation Program (SMPP) in Biology. We are expecting to hear about a Chemistry SMPP very soon. | As in Math, we have focused on this goal for some time. The numbers are low because science majors have many other career options, and frequently choose those instead of teaching. We have obtained grant funding to support recruitment, and to support candidates through stipends and regular advising. |
| California State University, East Bay | 2009-10 | 35 | No | With funding support by the CSU System's Math and Science Initiative, the College of Education and Allied Studies was able to enhance its partnership with the College of Science for the purpose of expanding the recruitment and outreach of prospective mathematics and science teachers. The following strategies were used: enhance recruitment materials in print and on the Internet, conduct more hands-on events, and increase partnerships with local pipeline organizations. An on-campus pipeline program for undergraduates who may consider teaching in mathematics or science was created entitled, Future Math and Science Teachers Scholars Program or FMSTSP. Participants who completed the FMSTSP program are guaranteed admissions into the university's teaching credential program provided that they have satisfied all admissions requirements. FMSTSP participants receive advising on credentialing matters, two quarterly events on math or science-related topics, field trip opportunities, and financial aid. | A program coordinator was designated to facilitate the recruitment efforts for both on and off-campus activities. The coordinator works closely with the departments and credentials office to ensure accurate and timely notices of events and deadlines.<br>The college participation in the GE Clusters will begin in fall 2011. Feedback will be solicited from participants and integrated into the Unit Assessment Plan, where applicable. See Comments below. |

Annual Goals for Science - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, Fresno | 2009-10 | 40 by 2010; 53 by 2013 | No | Mathematics and Science Teacher Initiative (MSTI), a multi-year systemwide effort to recruit and train Math and Science teachers. | AY 2006 - 12 teachers<br>AY 2007 - 25 teachers<br>AY 2008 - 27 teachers<br>AY 2009 - 32 teachers<br>AY 2010 - 34 teachers<br>The Mathematics and Science Teacher Initiative provides:<br>• FCSET workshops on science and math content<br>• Middle school math and science teaching methods courses<br>• Advising for prospective middle and high school mathematics and science teachers<br>• Reimbursement of CSET fees for mathematics and science subtests<br>• Reimbursement of CTC fees for mathematics and science credential applications<br>• Free membership in science and math professional organizations<br>• STEM news and information via COMET (California Online Mathematics Education Times) |
| California State University, Fullerton | 2009-10 | See below | Yes | Goal: Our goal for 2009-10 was a 5% increase in science credentials.<br>Strategies for science candidate recruitment and support include:<br>• scholarships<br>• distribution of brochures throughout campus<br>• articulation with undergraduate programs that are science-rich to promote science teaching as a career option<br>• web-based video about science teachin<br>• website and blog for science credential program<br>• monthly SciNet newsletter with scholarship and intern opportunities<br>• community college outreach presentations<br>• outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science<br>• summer internships with local informal science centers | We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain. |

Annual Goals for Science - Alternative Route

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| California State University, Long Beach | 2009-10 | 6 | Yes | Science Teaching and Research (STAR) Seminar Series (full information available at: www.cnsm.csulb.edu/depts/scied/starseminar.asp) •5/12/2010 Science Teacher Inductions - Lessons from the Field, Dr. Julie Luft, Arizona State University •4/13/2010 STEM Career Changers and Their Sense of Identity, Dr. Jane Grier, CSU Channel Islands & Dr. Carol Johnston, Mount Saint Mary's •4/14/2010 Physics First – Physics for All! Craig Bouma, Loyola High School •2/18/2010 Revealing Student Learning in Museums, Dr. Janette Griffin, University of Technology, Sydney, Australia •09/ 21/2009 Science Education, Science Curriculum and Science Teacher Training in China. Wang Su, Director of Centre for Science and Technology Education, China National Institute for Educational Research •10/26/2009, "How Can We Make Them Get It?" Findings from research on communicating ocean sciences to public audiences, Shawn Rowe •1/9/2009 How did we get the California Science Education Standards (and their challenges for science | A concerted California State University involving all campuses and providing supportive resources has been critical to our success. Placing a priority on recruiting STEM candidates by our college dean is crucial and leads to resource allocation, primarily in making time available for key faculty to lead and participate in the recruiting and retention of candidates for STEM credentials.  Faculty commitment to the effort is also important, including faculty at our partner community colleges who steer students toward STEM teaching careers.  Collegial working relationships among teacher education, Math education, and Science education faculty are also valuable.  Partnerships among the campus, community colleges, and school districts (already in place in our case) have been vital to our efforts, and have been strengthened through our collaborative efforts to increase our numbers of STEM candida |
| California State University, Los Angeles | 2009-10 | increase applications 10% | No | We allocated additional MSTI and Noyce resources to increase our applicant pool.  We worked very closely with our feeder community colleges to assist in increasing our applicant pool. However, due to the extraordinary teacher lay-offs in California, we were unable to recruit more teacher education applicants in science. | Continue to solicit Intern Grants from California Department of Education with an emphasis on recruiting science teachers. |
| California State University, Monterey Bay | 2008-09 | # of Science Credentials | Yes | Goal: Increase the percentage of students who have been credentialed in Science by 5%. | Goal met by increased recruitment efforts. |

Annual Goals for Science - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, Northridge | 2009-10 | 47 | Yes | Math Science Technology Initiative (MSTI) a grant that supports workshops to help prepare future math and science teachers prepare to pass the California Standards Examination for Teachers exam. | We continue with the MSTI grant and increased efforts to recruit math and science teachers. The College actively recruits with workshops, emails, flyers and incentives. For example we offer sizeable scholarships ranging from 2500 to 5000 for single subject math and/or science teacher candidates. In addition the Michael D. Eisner College of Education Collaborates with the College of Engineering and Computer Sciences on a variety of projects that involve the recruitment and preparation of science teachers. Most recently faculty have collaborated on several projects related to robotics for inservice and preservice teachers at the middle school and high school levels. |
| California State University, Sacramento | 2010-11 | See Traditional Report | Yes | | |
| California State University, San Bernardino | 2010-11 | subject-matter authorize | No | We are working toward a foundational science subject matter authorization at the CSUSB satellite campus in Palm Desert. The California Commission on Teaching Credentials has recently posted the requirements for this subject matter authorization. Due to recent staff & faculty changes at the Palm Desert campus, a working group will need to be created to write to the new requirements. | The working group will consult with all science disciplines and complete a course analysis of all appropriate course-work. The working group will be advised to work with the CSUSB STEM program to incorporate this subject matter authorization into one of their specializations. A plan for on-going evaluation will be developed. |
| California State University, Stanislaus | 2010-11 | Increase by 10% | | Recruit teachers with various outreach services: workshops, information sessions, informational pamphlets, and advising. The College of Education's Teacher Recruitment and Retention Program (TRRP) and Math and Science Teaching Initiative (MSTI) also assists students in CSET preparation. | Meet with subject matter preparation program partners to help advise potential student teacher/intern candidates. |
| Chapman University | 2009-10 | 2 | No | Not Applicable. | The market in southern California has decreased due to the economy and we will be pursing a marketing campaign over the next few years to recoup. |
| Claremont Graduate University | 2009-10 | 20 | No | We have an NSF Noyce grant and still are unable to recruit as many science teachers as we need, especially in Physics and Chemistry. | For 10/11 we reached out to local undergraduate university science clubs and appear to have slightly increased our numbers, particularly in Physics and Chemistry. We are also increasing fellowship aid to these science students. |

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Concordia University | 2009-10 | 0 | No | Candidates are apprised of the need for qualified teachers of science during the application process.  There are at least four different times that candidates with majors or minors in science are encouraged to pursue this credential.<br>1. Admission advisors present information on the various Science Credentials.<br>2. Information Sessions - The program hosts several Information Nights throughout the year.<br>3. Interview Process - the last step of the application process is an interview with program directors and faculty.  Again, at this time applicants who are qualified are encouraged to pursue a science credential. | |
| Dominican University of California | 2009-10 | 1-5 | Yes | Credential Candidates are encourgaged to apply for APLE grants to support their education. | |
| Fresno Pacific University | 2011-12 | 2 | No | Fresno Pacific University's home campus (Fresno, California) will partner with Fresno Unified School District (FUSD) during the 2011-12 year to provide opportunities for students who have passed the subject matter exams in science (biology, chemistry and physics) to be placed in two local high-poverty high schools for intense, year-long  clinical training. This project is funded by FUSD through Quality Educational Investment Act (QEIA) Funds. Prospective science teachers receive $2,000.00 scholarships from the district, who sees this partnership as a successful "Grow your Own" approach to recruiting highly qualified, well-trained new teachers in hard-to-staff areas such as mathematics and science. | New goal |
| High Tech High Communities | 2010-11 | n/a | No | | At HTH, we do not function in this manner.  We employ teachers based on need and if they do not have a teaching credential, then they enter our teacher credential program. |
| Holy Names University | 2009-10 | 5 | No | Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force.<br>Worked with national recruiting agency, Oakland Teaching Fellows<br>Held webinar which faculty constructed describing our Credential Programs | Continue webinar and evaluate webinar with Oakland Teching Fellow staff<br>In beginning stages of building pathways from Undergraduate majors (Math) to Teacher Education Programs<br>Teacher Education and Undergraduate faculty have met with K-12 high school(academies)which focus on Math in high schools<br>Revise and improve current University website, Education pages |
| Humboldt State University | 2009-10 | Financial Incentives | Yes | A proposal has been submitted to the National Science Foundation to establish a NOYCE scholars program in science (in addition to mathematics). | |

Annual Goals for Science - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Los Angeles Unified School District | 2009-10 | Based on District Need | Yes | monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information | |
| Loyola Marymount University | 2009-10 | 15 | Yes | Reaching out to undergraduate science majors through their departments; publicizing our partnership with Teach For America (TFA); info sessions to target high school science teachers in need of credentials; visiting numerous graduate school fairs; hosting information sessions here on campus. | Investigate publications tailored for those employed in the sciences; continue to publicize our innovative science program and partnerships with local schools; continue outreach to local charter schools and other external partners. |
| Mount St. Mary's College | 2009-10 | 10% | No | Goal:  Increase science candidates<br>Outreach to biology, chemistry, nursing, and physics departments to encourage undergraduate students who wish to teach K-12 to apply for the credential program. | More outreach to science departments at MSMC to encourage teaching as an option.  Encourage prospective teacher candidates from outside the college to consider science as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials. |
| National Hispanic University | 2009-10 | 4 | Yes | | |
| National University | 2009-10 | Increase SCI enroll. | | 50% reduction for the following course:  SCI 331. Promotion of Science degree at Jr. Colleges and Military Bases. | Increase awareness of tuition discount for this program and further promote awareness for this high need area. |
| Notre Dame de Namur University | 2009-10 | 4 | No | | Increased enrollment means larger class size, so we capped class size. Pipeline for undergrads to math/science credential programs. |
| Patten University | 2009-10 | 6 | No | Info Nights on campus by Associate Dean<br>Increase mailing & flyers to districts and schools. Some additional students realized. | Need an additional person to help with recruitment. Hired a recruiter April 2010, has already been reassigned. Need still exists. |
| Pepperdine University | 2011-12 | 5 | | Three of the current University Interns are earning credentials on science. It should be our goal to increase this number by a reasonable amount. We can uses the same strategies indicated for math. | |
| Point Loma Nazarene University | 2009-10 | 2 | Yes | Encouraged current single subject candidates to consider added authorization in science.  Encouraged current multiple subject candidates to consider added authorization in science | Work with LEAs to identify current teachers to add authorization in science |
| San Diego City Unified School District | 2009-10 | 80% | Yes | District Intern Support Provider will hold the same credential and teach in the same content as the intern candidate. | Used stricter guidelines for recruitment, and verified actual credentials held with the State. |
| San Diego State University | 2009-10 | N/A | | The alternative program is designed to help districts where there are not enough credentialed teachers to meet the district needs.  There are not goals to increase the number of teachers prepared in this program. | |

Annual Goals for Science - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| San Francisco State University | 2009-10 | 10 | No | Interns who are teaching science are referred directly by the school districts to SF State's program. Also, website advertises special loans, grants and scholarships (e.g., APLE, Noyce) available to credential candidates teaching science. Cuts in district funding to IHE's for interns reduces support available on campus. | Goal: Emphasize new foundational-level science subject matter credential in information sessions. Cuts in district funding to IHE's for interns reduces support available on campus, so emphasize this need in negotiating with school districts for intern dollars. |
| San Jose State University | 2010-11 | n/a | Yes | No goals for the intern program because interns are determined by the districts availability. | |
| Santa Clara University | 2009-10 | as many as possible | Yes | Santa Clara University's teaching credential programs have an outstanding reputation in the San Jose/Silicon Valley area. Individuals with strong mathematics and science backgrounds, particularly those leaving careers in the high tech and dot-com industries to pursue careers in education, often initiate contact with our faculty or admissions staff, or find out about our programs by attending one of our Information Night sessions. Another source of teacher candidates in mathematics and science is SCU's undergraduate population. SCU students who majored in mathematics or the sciences with the intent of joining the teaching profession frequently choose to remain at SCU to pursue their credential. Over the past few years, local school districts have sharply reduced the number of teacher interns they hire each academic year. However, local districts occasionally have openings for teacher interns in single subject mathematics and science classes. Santa Clara University has experienced some small success in place | Because of the dearth of positions—even in mathematics and the sciences—we are no longer able to maintain a teacher intern program. The program is currently in sunset mode: individuals who began their two year internship in fall 2009 and fall 2010 will be able to finish their coursework and internship experiences, but we have stopped all admissions to the program. |
| Sonoma State University | 2009-10 | Meet teacher shortage | Yes | Elementary/Multiple subject: Outreach continues at all field sites as credentialed teachers who are interested in the sciences are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in the sciences is encouraged to switch to the single subject program for a credential in those areas. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students. Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations. | Elementary/Multiple Subjects: All candidates are advised of the new credentials available in integrated/general science. Seconday/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by etablishing a sciences professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in science classes about becoming teachers. Invite students to campus to learn more about education programs. |

Annual Goals for Science - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| St. Mary's College of California | 2009-10 | 0 | Yes | In California the only alternative route to certification that is available requires that the candidate be hired by a public school district prior to admission to the alternative program. The KSOE has no control over the either the vacancies or employment decisions of our local school districts. The first employment choice of the district must be a fully credentialed teacher, if available. The KSOE supports all of our qualified candidates who receive offers of employment as interns. | |
| Touro University | 2009-10 | Curriculum & Literacy | | Single subject science candidates undertake an intensive study of the state adopted 7-12 science Content Standards and the Science Framework for California Public Schools (2004) in the curriculum and instruction courses, EDU 775: Curriculum and Instruction: Secondary Methods 1 and EDU 777: Curriculum and Instruction: Secondary Methods 2, through a series of observations in EDU 780: Orientation to Student Teaching & Seminar, and through supervised teaching in EDU 781: Student Teaching & Seminar. Candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted content standards. Candidates identify the connections across major concepts and principles within science and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected sequence of instruction designed to provide students with opportunities to reinforce foundational skills and knowledge and to revisit concepts, principles, and theories previously taught throughout th | All science credential candidates need specific instruction in both life and physical science curriculum strategies along with instruction on incorporating literacy in the content area of science. |
| University of California, Irvine | 2009-10 | Increase Undergrad prep | Yes | a) Continue to offer multiple introductory courses related to science teaching and learning; b) increase opportunities for early field experience in K-12 classrooms; and c) target recruiting efforts at freshmen and sophomores. | Continue successful recruitment of biology, chemistry, earth science, and physics majors, and the development and staffing of new courses, has necessitated a strong partnership between deans and faculty representing the science and education departments. The availability of special funding from the UC President's Office and from grants has been a significant factor in achieving our goal. |

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| University of California, Riverside | 2009-10 | Recruitment | Yes | The Graduate School of Education works closely with the Science Mathematics Initiative program to recruit undergraduates majoring in the sciences.  Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. Science majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Scholarships and loan assumption programs are available to support candidates who pursue high need certification areas such as science. Workshops discussing these incentives are organized so prospective candidates can take advantage of this assistance. | The Graduate School of Education collaborates with the Academy of Learning for Partnerships for Higher Achievement Center (ALPHA) to develop programs for math and science careers.  This partnership resulted in the award of an NSF scholarship known as the Robert Noyce Teacher Scholarship and will be used to recruit undergraduates with an interest in teaching science.  The 2010-2011 academic year will have the first group of candidates who began their journey to teacher education as undergraduates and are scheduled to complete the teacher education program and licensure requirements. A partnership with a local school district has resulted in the development of the Pythagoras Program that will help foster professional development of teachers who can work to mentor future science candidates. Outreach to candidates at other institutions and career changers has been implemented in hopes of attracting more science candidates. |
| University of California, San Diego | 2009-10 | 12 program completers | No | cience Math Initiative (SMI) collaboration with Math department on recruitment for Math Education minor as well as coursework & field placements; financial support for credential/M.Ed program | Continue early outreach through freshman seminars and faculty mentorships; consider ways to streamline Science Education minor and to collaborate with departmental advisors. |
| University of LaVerne | 2008-09 | Science waiver | Yes | Approval of science subject matter waiver. Approved STEM program. Actively pursue STEM students and increase number of STEM scholarships. | Actively pursue STEM students and increase number of STEM scholarships. |
| University of San Francisco | 2010-11 | Recruit | | During information meetings with prospective students we inform them that there is a teacher shortage in the area of science.  We encourage Special Education candidates to also complete a Single Subject credential in a high need area such as science. We are currently working on a credential pathway that would allow mild/moderate special education credential candidates to simultaneously complete a K-12 Single Subject credential. | Continuous focused advertising and recruitment; provide assistance for candidates in terms of subject matter competence resources and financial support. |
| University of the Pacific | 2009-10 | 3 | Yes | We recruited students from biological sciences to pursue teaching. We informed students participating in an Organic Chemistry study group, taught by an Education faculty member, about the science credential in physical sciences and chemistry. | We will continue to meet with faculty in the sciences and to provide information to students in these fields to consider teaching as a career. |

Annual Goals for Science - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of  strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Whittier College | 2009-10 | recruit science faculty | Yes | Goal:  Recruit and hire a tenure track faculty member in science and math education. Descriptions of strategies to achieve goal: 1. Included undergraduate science/math faculty from the liberal education program in the search process. 2. Planned collaborations between liberal education science faculty and the new science/math education faculty member. | Orient new faculty member to undergraduate research teams and the opportunities for funding for faculty/student research projects. |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Alliant International University | 2009-10 | 25 | No | The primary strategy was a focus on building partnerships with local school districts, who referred candidates and created cohorts whose specific needs could be addressed within the intern credential program. During 2009-10, the program's key district partner implemented its own Education Specialist Level I credentialing program. This had a negative impact on enrollment numbers. | Continue working with school districts to recruit candidates. |
| Azusa Pacific University | 2009-10 | 20% increase | Yes | A 50% part-time recruiter has been employed to target Special Education recruitment. Information meetings and the admission process has been revised and improved. The following new programs have been added to Azusa Pacific University's Special Education Department.<br>•The New Clear Education Specialist Credential for Mild to Moderate and Moderate to Severe programs, resulting in documented significant increase in student enrollment.<br>•The New Added Authorizations in Special Education for Autism and Emotional Disturbance, resulting in documented significant increase in student enrollment.<br>•The New Board Certification Behavior Analyst (BCBA) Approved program received national recognition, with Azusa Pacific University being one of the first private Institutes of Higher Education (IHE) to receive authorization to offer this specialized certification program, which leads to State License for the Behavior Analyst Certification Board. This program has produced an overwhelming increase in student enrollment | To align, update and transition the Mild to Moderate and Moderate to Severe Credential Programs, to the new Preliminary and Clear Education Specialist Standards. Prepare and update in order to implement the Preliminary and Clear Education Specialist Credential for guidelines required by the CTC, as per Ed. Code Section 44227(a). The Department of Special Education committee executed the following plan:<br>•Azusa Pacific University's Special Education Department applied for the Clear Education Specialist Credential and became the first university in the State of California to receive approval for this new credential program.<br>•Preconditions for all professional preparation programs were met as per Ed. Code Section 44227(a) and each program adheres to the requirements outlined by the Commission.<br>•All nine Common Standards, for the Clear Education Specialist Credential program, were met and the seven Induction Program Standards, for the Clear Education Specialist Credential Program were met.<br>•The new clear |
| Brandman University | 2009-10 | 150 | Yes | We are increasing our outreach to potential teaching candidates (in each of the areas in the boxes on above). This includes increased marketing, as well as increased articulation agreements with local community colleges and our Early Advantage Program. | The strategies mentioned above have been implemented in an effort to increase the number of program completers in these teacher shortage areas. |
| California Baptist University | 2010-11 | Improve autism pedagogy | Yes | Create a new professional methods course on characteristics of autism and interventions. | Designed three new courses in autism for the Added Authorization in Autism Spectrum Disorder for special education credential in mild/moderate disabilities. Approved by the Commission on Teacher Credentialing. |
| California Lutheran University | 2009-10 | Increased enrollment | Yes | In 2008-09, there were 19 special education candidates. In 2009-10 there were 13.<br>The California budget crisis has affected the demand for special education teachers as well.<br>However, we are currently working on a redesign of our special education program and are expanding recruitment efforts. | Continue to strengthen this aspect of our program. |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State Polytechnic University, Pomona | 2009-10 | See description below | Yes | Increase the number of MS and SS credential holders who add an ES credential onto their basic Multiple (Elementary) or Single Subject (Secondary) credential. Emailed information to BTSA Regional participants. local area school districts, MS and SS candidates already in Cal Poly Pomona's program. Posted flyers in campus buildings. Email information to relevant undergraduate programs (Liberal Studies, EWS). | 1) Continue to disseminate information; 2) information dissemination regarding revisions to ES program and new Autism authorization /certificate Emphasized instruction of students with special needs including those with limited English proficiency. |
| California State University, Bakersfield | 2009-10 | Increase enrollment | Yes | The development of brochures, the dissemination of information (flyers), and a website. | Seeing a spike in enrollment. |
| California State University, Channel Islands | 2009-10 | Maintain | No | Recruited Multiple Subject teachers who have been laid off from their teaching positions to return to school and pursue special education credential and are not counted here becasue they have a previous credential | Continue to recruit |
| California State University, Chico | 2009-10 | Expand number of special | Yes | The Next STEPS program, which was piloted in 2008-09, is a concurrent program for candidates seeking both a secondary credential in a content area and an education specialist (K-12) credential. Two other new programs, funded by a Teacher Quality Partnership Grant began development in 2009-10. The Rural Teacher Residency Program (RTR) is an 18-month master's and credential program for elementary and special education candidates, who work together as a cohort in coursework and in the field. Nine candidates, including three in special education, were accepted into the first cohort, who began the program in summer 2009. The Integrated Teacher Education Core (ITEC) is a four-year undergraduate program combining a bachelor's degree in Liberal Studies with a minor in special education and a credential in either elementary or special education. A bilingual authorization can also be added. The first cohort of ITEC candidates will began in fall 2010. | The Next Steps Program has had two additional benefits. The first is that it has focused faculty attention on integrating evidence-based practices in special education into the secondary classroom. The second is that it has put secondary education specialist candidates in courses with other secondary candidates, thereby creating opportunities for applying two perspectives in seminar discussions. The RTR program has been particularly effective in helping candidates to see teaching as a process that requires collaboration between teachers on grade level teams and between special and general educators working on tiered interventions. The special education minor that is part of the ITEC program will better prepare elementary teachers to meet the needs of special populations, and it may have the effect of encouraging candidates who might have initially planned to pursue an elementary credential to consider changing to special education. |
| California State University, Dominguez Hills | 2009-10 | Maintain enrollment | Yes | We are focusing our recruitment in community colleges, enhancing our advising, and revising our programs to meet new state requirements and embed the Autism authorization. | With new state standards for all special ed programs, we anticipate being able to meet district needs for teachers who are prepared to work with children having a broader range of disabilities. |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, East Bay | 2009-10 | 0 | Yes | Candidates seeking initial certification in special education at this university must already possess a teaching credential or complete the initial certification in multiple subject teaching in conjunction with the special education credential. Therefore, initial certification in special education is not considered a Program Completer for Title II Reporting purposes. | |
| California State University, Fresno | 2009-10 | 85% by 2015 | No | Use data from annual CTQ survey to make continual improvements in SPED. | Secondary Ed: 06-07 = 69%, 07-08 = 77%, 08-09 = 71%<br>Elementary Ed: 06-07 = 76%, 07-08 = 77%, 08-09 = 74%<br>Steps to improve include:<br>•SPED faculty in the Kremen School revised the Education Specialist program and meet approval by both the university and CCTC<br>•All teacher education faculty participated in a 3-hour tele-conference with other CSU campuses on strategies for teaching special needs students inclusive settings<br>• Hired one new SPED faculty for the 2011AY |
| California State University, Fullerton | 2009-10 | See below | Yes | Goal: To increase the number of trained teachers in the field of special education by 5%.<br>The goal was met in the area of moderate/severe disabilities. The following strategies were used:<br>• Recruitment at local conferences and school districts<br>• Improved, user-friendly website<br>• Coordinator-model of support where students meet the candidates at the admissions interview and follow their progress throughout the program<br>• Pre-orientations held each semester as well as program overviews for candidates that have an interest in applying | The number of teachers trained in early childhood special education has started to increase and is comparable to the number of teachers trained for mild/moderate. To improve in these areas, we are recruiting in undergraduate majors – Child and Adolescent Studies, Liberal Studies, Nursing, etc. |
| California State University, Long Beach | 2009-10 | 6 | Yes | There are four strategies we used to achieve our goal: hold monthly recruitment meetings, provide ongoing program advising, provide course offering each year that assure timely completion of the program, and maintain strong partnerships with local school districts and community colleges. Additionally, we offer an intern program option for candidates who hold positions in schools and need to obtain and Education Specialist Credential. | Strong advisement is a cornerstone of our Education Specialist Credential Program. We will continue to provide each student with an individual faculty advisor. Additionally, we have very strong partnerships with local school districts and community colleges, particularly Long Beach Unified School District and Cerritos Community College. We have a specific route within the "Teacher Trac" partnership with Cerritos CC that funnels students into the Integrated Teacher Education Program Education Specialist track at CSU Long Beach. |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, Los Angeles | 2009-10 | increase applications 10% | No | We increased our collaboration with schools and school districts to increase our applicant pool with para-educators in special education teacher preparation.  However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in special education. | Continue to solicit Special Education Intern Grants from the California Department of Education with an emphasis on recruitment. |
| California State University, Monterey Bay | 2008-09 | # of Education Specialist | Yes | Goal: Increase the percentage of students who have been credentialed in Special Education by 5%. | Goal met by increased recruitment efforts. |
| California State University, Northridge | 2009-10 | 316 FTES | Yes | 333 FTES. We actively recruit candidates for special education teaching (MM, MS, DHH, ECE) online, in person on and off campus. The Special Education department provides Special Education Teacher Candidates with stipends of up to $30,000 through a Teacher Quality Partnership Grant, funded by the American Recovery and Reinvestment ACT. | |
| California State University, Sacramento | 2010-11 | See Traditional Report | No | | |
| California State University, San Bernardino | 2010-11 | program assessment | No | As enrollment at the CSUSB campus in the special education programs has been more than adequate, a move to focus on assessment of program effectiveness was under-taken. Program faculty have identified appropriate data to inform candidate performance & program effectiveness and develop data collection system to evaluate 2010-11 data. Goal will be met when a representative sample of data is entered & prepared for initial analysis. | According to accrediting agency requirements, four sources of data collection were identified & program faculty identified the relevant sources of data. The program will develop a spreadsheet & obtain personnel for data entry. Additionally, the special education programs have developed a route for Multiple Subjects students to enter into the special education program. |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of  strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, San Marcos | 2009-10 | See Description below. | | Goal (2008-09): Improve performance on CSU Exit Survey so that fewer graduating candidates and their supervisors indicate they are less prepared to meet the needs of students with special needs in the regular education classrooms. Goal met?  Unknown – we do not see the impact of curricular changes until at least two years after change is implemented. 1.  Special education and teaching and learning faculty spent considerable time and effort in creating signature assignments and class activities that focus on developing regular education teachers' skills sets to work with special needs students within a year long sequence of credential classes. 2.  Faculty continue to collaborate to monitor candidate progress in these areas as measured through the Teacher Performance Assessment. 3.  Faculty are currently engaged in another directed collaboration in order to integrate Response to Intervention skills and knowledge base within the targeted credential courses. | 1.  Curriculum development must include a plan for constant reflection, update and revision. 2.  Time and space must be devoted to support faculty in these endeavors. 3.  Mentoring of adjunct faculty is essential to maintain fidelity to the course structure and outcomes. |
| California State University, Stanislaus | 2010-11 | Increase enrollment | | Created alternative route to obtain credential. | |
| Chapman University | 2009-10 | 3 | Yes | Not Applicable. | The market in southern California has decreased due to the economy and we will be pursing a marketing campaign over the next few years to recoup. |
| Claremont Graduate University | 2009-10 | 25 | Yes | Once again, outside fellowships in addition to institutional funds are key to recruiting sufficient numbers of quality candidates in high need fields.  We have had two federal OSEP grants to help us increase our numbers in special education. | We are working to recruit more candidates in the low-incidence field of special education.  We do have a federal grant, however the incentives may need to be larger.  We are looking into other grant opportunities to recruit more candidates in this very high need area. |
| Dominican University of California | 2009-10 | 12 | Yes | Dominican University of California receieved an $800,000 grant from the Office of Special Education Programs, Department of Education Grant to fund 80% of a credential candidate's tuition. | |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Fresno Pacific University | 2011-12 | 6 | | While other teaching areas are demonstrating a decrease, CTC still shows a modest trend of job openings in Special Education. FPU has marketed itself in districts where teachers holding other credentials have been pink-slipped and will need retraining to move into special education jobs. As part of the state required credential rewrite process, FPU has developed a cohort model for the new education specialist credential programs. This model provides students with more opportunities for practice in the field while earning their teaching credential. It also allows for continued intern support while these candidates are earning their credentials. It limits the instruction period to five consecutive semesters. Prospective teachers will have the opportunity to complete their program in a timely manner to be available for regular employment. | New goal |
| High Tech High Communities | 2010-11 | n/a | No | | At HTH, we do not function in this manner. We employ teachers based on need and if they do not have a teaching credential, then they enter our teacher credential program. |
| Holy Names University | 2009-10 | 5 | No | Continued collaboration with our Special Eduation Community Advisory Council | Special Education Community Advisory Committee made recommendations to provide services to children with Autism courses to begin Fall 2010. (for new Education Specialis program standards - August 2010) Beginning Spring 2011, offering Autism Authorization for current Education Specialist Mild/Moderate credential holders. New Education Specialist courses began Fall 2010 |
| Humboldt State University | 2009-10 | Specialized instruction | Yes | Development of an added authorization in Autism Studies. | Curriculum in level 1 and level 11 credentials has been realigned to meet state standards and provide enhance preparation in autism studies. |
| Los Angeles Unified School District | 2009-10 | Based on District Need | Yes | monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information | |
| Loyola Marymount University | 2009-10 | 15 | Yes | Hosting info sessions for those interested in special education; attending graduate school fairs; coordinating efforts with the special education program to facilitate the process for students who want to transition from traditional education to special education; partnering with Teach For America (TFA) to identify prospective special education teachers. | Improve relationships with local charter schools to identify candidates in this high need area; find ways to speak directly to undergraduate students in special education classes; place ads in relevant magazines and educator newsletters. |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Mount St. Mary's College | 2009-10 | 100% | Yes | Goal: Increase Gen Ed teachers' preparation and competency to teach students with special needs. It is important to note that our interns are in the same courses as our traditional candidates. The only difference is that the interns are working as the teachers of record while and are supervised throughout their credential program. The university hired college supervisors directly observe and support the candidates in their own classrooms. Specifically, the college supervisors provide direct feedback on how candidates demonstrate their competency in the areas of instruction, content knowledge, classroom management, assessments, and how they ensure that all students are learning. The preparation in the credential coursework to meet students' needs is the same for interns as for our other candidates. They are in the same classes. Initially, the general and special education teacher preparation program directors met to discuss how we can infuse more special education preparation training in the gener | Although this goal has been met, we continue to monitor students' progress on Cal-TPE #4 (making content accessible for students with special needs), Cal-TPAs (adaptations for diverse learners) and supervised teaching to ensure that the skills learned in our classroom are being demonstrated and generalized in their classrooms. In addition, our candidates have reported informally that they have found this effort of special education infusion to be extremely useful and meaningful. |
| National Hispanic University | 2009-10 | 10 | No | | |
| National University | 2009-10 | Increase enroll by 5%. | No | We did not have a goal listed 2008-09. | Implementation of new state standards to make sure our candidates have the most current up to date skills for the workforce. Referrals based on our high quality program along with the promotion of this high need area at various recruitment events. |
| Notre Dame de Namur University | 2009-10 | 20 | No | | Increased enrollment means larger class size, so we capped class size. New SPED director. Program enhancements in transition to perliminary/clear structure. |
| Oakland Unified School District | 2009-10 | 30-50 teachers | Yes | The program used the following strategies to achieve its goals: 1)Setting clear recruitment goals 2)Cultivating candidates throughout the recruitment process by holding events, such as a diversity reception 3)Mining for resumes on local and national job sites 4) Job postings on career and college websites | |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Orange County Office of Education | 2009-10 | Assess Other Needs | Yes | Assessment of the need for additional Education Specialist credentials: Moderate-Severe, Communication Development,and Autism Add-On Authorization. We surveyed present intern cohorts, culminated interns, and district H.R. administrators. After studying the need, a proposal for those authorizations was sent to CTC for approval. | Surveying interns, alumni was very effective with e-mail survey. Surveying and meeting with district H.R. representatives could have had more focus on their projected numbers of teachers needed. The CTC could have provided a more timely template for the points to be met in our credential proposals. Communication Development credential was put on hold for further discussion by CTC. |
| Pacific Oaks College | 2009-10 | 10 | No | Increased advisor office hours; increased tutoring resources; increased student services availability | Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts |
| Pepperdine University | 2011-12 | 0 | | NA - We do not prepare Special Education teachers. | |
| Point Loma Nazarene University | 2009-10 | 12 | Yes | Worked with LEAs to provide instruction to current, in-service classroom teachers to add authorization to teach special education | Continue to work with LEAs to increase numbers of participants in these programs |
| San Diego City Unified School District | 2009-10 | 80% | Yes | District Intern Support Provider will hold the same credential and teach in the same content as the intern candidate. | Used stricter guidelines for recruitment, and verified actual credentials held with the State. |
| San Diego State University | 2009-10 | N/A | | The alternative program is designed to help districts where there are not enough credentialed teachers to meet the district needs. There are not goals to increase the number of teachers prepared in this program. | |
| San Francisco State University | 2009-10 | 60 | Yes | As a high-need area, Special Education has many applications from interns to enter the credential program. | |
| San Jose State University | 2010-11 | n/a | Yes | No goals for the intern program because interns are determined by the districts availability. | |
| Santa Clara University | 2009-10 | as many as possible | Yes | The School of Education and Counseling Psychology deploys its new Recruitment and Outreach Coordinator to recruitment events throughout the State. These include visits to specific universities within close proximity to Santa Clara University as well as fairs highlighting professional programs in education. Our recruitment officer focuses attention on all programs and academic awards within the Department of Education. | Moving forward, we are examining our recruitment goals and hope to adjust our strategy as necessary. |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Sonoma State University | 2009-10 | Meet teacher shortage | Yes | The Education Specialist (E.S.) program is designed as a comprehensive program of special education teacher preparation in support of our service area. Demand continues to exist for qualified fully-credentialed special education teachers and our program was recently approved to offer both the new Preliminary E.S. credential for candidates seeking the Mild/Moderate or Moderate/Severe specialization. The program faculty examined the new standards and successfully responded to CTC program submission requirements. In addition, SSU also pursued the new Communication Development credential although this was subsequently placed on hold throughout the State. | Program faculty, in collaboration with our P-12 partners, examined the new standards in light of the prior pedagogical program areas of success. Key elements seen as important remained embedded in the new program design. In addition, as we designed the new program, we sought to streamline the pathways for candidates who already have a prior California general education credential as well as develop a pathway for candidates new to the profession. The new program design reflects the different needs of these two groups and encourages a staggered admissions process accordingly. |
| St. Mary's College of California | 2009-10 | 0 | Yes | In California the only alternative route to certification that is available requires that the candidate be hired by a public school district prior to admission to the alternative program. The KSOE has no control over the either the vacancies or employment decisions of our local school districts. The first employment choice of the district must be a fully credentialed teacher, if available. The KSOE supports all of our qualified candidates who receive offers of employment as interns. | |
| Touro University | 2009-10 | Autism Spectrum Disorder | Yes | By obtaining a dOE grant to offer a MA in ASD. This has afforded this institution the opportunity to offer a MA to current Education Specialist Preliminary and Clear. To increase the knowledge of the disorder and to offer early intervention. | Offer an ASD add authorization and MA ASD to all those individuals that currently are working with and will continue to work and meet the needs of ASD student in the 21st century. |
| University of California, Riverside | 2009-10 | Recruitment | Yes | Two graduate degree programs in special education that allow those pursuing an education specialist credential to also pursue teacher preparation program with a masters' degree. Revisions to the curriculum to meet new California standards in special education has been completed and will be implemented in the 2010-2011 academic year. | Additional measures will be made to include bilingual education into the special education curriculum. Future school sites and placements has been identified and the curriculum has been updated to include this content. There has been better communication with the local districts and county offices of education to promote the special education program. These partnerships should assist in attracting general education teachers and paraprofessionals into the special education program. |
| University of California, San Diego | 2009-10 | 6 program completers | No | Nationwide recruitment of qualified candidates; financial support for two-year MA program | Continue to identify high quality field placement settings; early outreach to candidates regarding exams required for CA credentials |
| University of LaVerne | 2008-09 | Added EL Authorization | Yes | The Special Education program was approved by the credential commission as having the EL Authorization embedded in the Level I and Level II programs. | Ongoing analysis of EL during student fieldwork, and from program graduates, will determine effective strategies and areas of improvement. |

Annual Goals for Special Education - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| University of San Francisco | 2009-10 | Increase by 25% | Yes | We sent letters and flyers to schools and district offices, attended district intern meetings and recruitment fairs, encouraged alumni to participate in recommending teachers and paraprofessionals to obtain special education credentials, increased advertising in newspapers, revised and improved website describing advantages of our program, held additional recruitment meetings and open houses at the university, emphasized social justice and developing skills to work with diverse, urban learners in our program. | Our strategies appear to have been successful in attracting more applicants and in attracting people with some experience in the field of education. Strategies have not been highly effective in attracting persons of diverse cultural or racial backgrounds into special education. We will increase outreach to paraprofessionals by targeting them with presentations in school districts. |
| University of the Pacific | 2009-10 | 2 | Yes | We include undergraduates in pursuing a special education teaching credential. We have many attempting both a Multiple Subject and Educational Specialist credential.We are targeting some general education classroom teachers who want to add a special education credential. | We will continue to inform undergraduates in liberal studies and in single subject fields of the option to take courses in the special education credential program. We are more broadly publicizing our Master of Education and Education Specialist program.We are targeting some general education classroom teachers to consider a special education credential to improve their employment prospects. |
| Whittier College | 2010-11 | Education Specialist Cred | Yes | Goal: Submit a program proposal to the California Commission for Teacher Credentialing for an Education Specialist: Mild/Moderate teaching credential.<br>Descriptions of strategies used to achieve goal:<br>1. Recruited and hired a tenure track special education faculty member to develop a Mild/Moderate Education Specialist credential program.<br>2. Created a special education program that emphasized co-enrollment of elementary and secondary teacher candidates in core classes embedding special education content/skills in the general education curriculum. | Utilize the expertise of new special education faculty member to orient general education faculty members to latest research and practices in serving children with special needs. |

Annual Goals for Instruction of limited English proficient students - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Alliant International University | 2009-10 | All are proficient | Yes | All candidates who complete the program are required to be proficient in the instruction of ELLs. Course topics embed instruction for ELLs. Additionally, university field supervisors work with each new teacher to target and differentiate instruction for effective advancement of English language learners. | This is a consistent area of challenge for credential candidates, and the program continues to focus on how to meet this challenge via coursework and strategies for the classroom. |
| Antioch University Los Angeles | 2009-10 | 23 | Yes | Our department infuses instruction for second language learners throughout. In addition, we offer a stand-alone language acquisition course and expect our candidates to novice teach in schools where there are significant numbers of second language learners. Our reputation in this area is strong but our institution has a small recruitment and advertising budget and therefore individual programs are included in general outreach. Our enrollment has grown significantly during the past year. | The university is in the process of identifying enrollment targets and creating a plan for the 2011-2012 academic year that will encourage additional candidates to attend who are committed to working with universal academic principles. |
| Argosy University | 2009-10 | all students | Yes | All Argosy University teacher candidates receive training in the Instruction of Limited English proficient students. This begins with the Cultural Diversity course (E6900), at which time candidates learn SDAIE and ELD strategies. This instruction continues throughout the program with assignments geared toward modifying lessons so that content is easily accessible to EL students. By the end of the program, candidates are capable of designing lessons that meet the needs of all students via the Teacher Performance Assessments. | |
| Azusa Pacific University | 2009-10 | 20% | Yes | With the sunset of the 2042 credential process, English Language Learner Authorization is fully embedded in all of the preliminary teacher education credential programs that are offered at Azusa Pacific University. California Teacher of English Learners (CTEL) is available for teachers who did not have an English language authorization connected to their credential. Information about our CTEL program has been distributed to school districts surrounding our seven campuses. Special Education: Mathematics and Science content strategies are available to support and scaffold the English Language Learners and have been embedded in the coursework. Supervised Fieldwork observations, along with clinical practice, provide opportunities for the candidates to experience diverse populations, including the ELL students. | Combining sections of the CTEL exam and coursework was approved this last year. This gives the candidates more options in obtaining the CLAD Certificate more quickly. We continue to make teachers in our local districts aware of our CTEL program. For core credential curriculum, syllabi are reviewed annually and professional development provided for all faculty to share best practices to enhance the instruction of limited English proficient students. Special Education: Mathematics and Science content strategies are available to support and scaffold the English Language Learners and have been embedded in the program coursework. Supervised Fieldwork observations, along with clinical practice, provide opportunities for the candidates to experience diverse populations, including the ELL students. |
| Bethany University | 2009-10 | All | Yes | Embedded into coursework | |

Annual Goals for Instruction of limited English proficient students - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| Biola University | 2009-10 | 100% | Yes | 1.  Revisited curriculum scope and sequence.<br>2. Examined EL assessments including CalTPA data and self-efficacy surveys.<br>3. Revised the EL shadowing project in "Methods of Teaching Linguistically Diverse Students" course. | Although all SB2042 candidates are EL proficient, we learned that our candidates need an increased skill set for differentiation for all levels of EL learners. |
| Brandman University | 2009-10 | 500 | No | We are increasing our outreach to potential teaching candidates (in each of the areas in the above).  This includes increased marketing, as well as increased articulation agreements with local community colleges and our Early Advantage Program. | The strategies mentioned above have been implemented in an effort to increase the number of program completers in these teacher shortage areas. |
| California Baptist University | 2010-11 | SIOP Instruction | Yes | Implement enhanced training in SIOP for pre-service Education Specialists in Mild/Moderate and Moderate/Severe Disabilities | Redesigned course in linguistics and language acquisition. Added new pedagogy for English Learners to EDU 515 Secondary Reading Methods and EDU 516 Reading and Phonics course. |
| California Lutheran University | 2009-10 | Instruction opportunities | Yes | This goal was partially met.<br>To increase opportunities for Single Subject candidates to teach LEP students regardless of content area, we make sure all candidates spend one period per week in a middle school English Language Development (ELD) class. All Single Subject candidates teach a content area lesson targeted for ELD students. | We are encouraging partnerships with ELD veteran teachers in our Professional Development (Middle) School to facilitate strategies noted above. |
| California Polytechnic State University, San Luis Obispo | 2009-10 | All | Yes | MATHEMATICS & SCIENCE: Strategies to make science and math content available to limited English proficient students are emphasized in all courses. Early field observations, along with student teaching, provide opportunities for our candidates to experience diverse populations, including EL students. Candidates must also complete a Context for Learning (demographic profile of each classroom) as part of their summative teaching performance assessment (PACT Teaching Event). SPECIAL EDUCATION: In the first quarter of the program, students take EDUC 588, Education, Culture, and Learning.  The Diaz and Weed text, "The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide," provides the framework for course content. In the second quarter, candidates are required to use the Sheltered Instruction Observation Protocol to design and implement lessons in the field; candidates who do not hold an English Language Authorization are placed in fieldwork settings where there are English | The School of Education will hold at least one workshop in the coming year that specifically supports content area learning in mathematics and science for ELLs. |

Annual Goals for Instruction of limited English proficient students - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State Polytechnic University, Pomona | 2009-10 | See description below | Yes | California requires all newly credentialed teachers to have the knowledge and skills to teach English language learners. Candidates cannot be credentialed without meeting the standard. In fall 2009-a faculty member was hired with expertise in English language acquisition to support the infusion of ELL strategies in the curriculum of all programs and to build the bilingual program in Spanish. | Continue to examine learning outcomes in all courses to ensure appropriateness, consistency, clarity, rigor and adherence to credential program expectations with respect to infusion of ELL strategies across each program. Continue to monitor alumni survey results from both candidates and supervisors to determine the usefulness and relevance of the strategies taught in the program as measured by the candidates' sense of success once in the teaching profession for a year. Other (Focus on new Clinical Practice Supervision Model) |
| California State University, Bakersfield | 2009-10 | Improve ELL instruction | Yes | To improve the knowledge and skills of teacher candidates in the area of ELL in an effort to improve the instruction of Limited English Proficient students and increase their academic performance. | Integrate ELL strategies throughout program coursework. Also,increase the use of fieldwork to enhance the practice of ELL strategies. |
| California State University, Channel Islands | 2009-10 | Continue EL preparation | Yes | All credential teachers prepared have knowledge and skills associated with instruction for limited English proficient students. Prerequisite course on English language development and assessment, intensive infusion of strategies for teaching ELL in literacy and other courses. English learners must be addressed on lesson plans and in student teaching. Teacher performance assessment includes competency with English learners. | none needed, but on-going review of candidate and first year graduate competence in this area is measured every year. CSU CI has added a Bilingual authorization in Spanish. The Bilingual Authorization can accompany the Multiple Subject, Single Subject, or Education Specialist teaching credential. The bilingual authorization is also available for experienced teachers seeking to add the authorization to their credential. |
| California State University, Chico | 2009-10 | Improve ability of all te | Yes | Beginning in 2003-04, all candidates completing teacher preparation programs in California have received a 2042 credential that includes an English Learner Authorization. In addition, we offer a Bilingual Authorization (BCLAD) requiring some additional specialized coursework. Faculty have worked with the Upward Bound Program and the Teacher Recruitment Program on our campus to increase enrollments in the BCLAD program. We have also provided the California Teachers of English Learners Certificate (CTEL) program to area teachers who do have neither the 2042 credential nor the CLAD (Culturally, Linguistically and Academically Diverse) authorization. Since all of our program completers have an English Learner Authorization, our goal is to improve the quality, rather than the quantity, of teachers of LEP students. PACT was officially implemented in spring 2009. Scoring of the Teaching Events is done on a 12-part rubric, with rubrics 11 and 12 specifically addressing candidates' ability in understanding academic | We are continuing to seek ways to improve the preparation of teacher candidates to support English learners. It is clear that we need more consistent practices across programs and that efforts cannot be limited to coursework but must extend into the field.Plans are being developed to train or retrain faculty and supervisors in SDAIE and GLAD strategies and to develop field observation forms using SIOP. |

Annual Goals for Instruction of limited English proficient students - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, Dominguez Hills | 2009-10 | Start Bilingual Authoriza | Yes | CSUDH does not have a stand-alone English Learner preparation program; instead, the Multiple and Single Subject programs prepare candidates to teach ELs, and to be Bilingual teachers. | Recently a Bilingual Authorization was approved by the CCTC, and has begun admitting candidates. This authorization is added onto a basic credential. |
| California State University, East Bay | 2009-10 | 0 | Yes | This item is not applicable since under California law, Senate Bill 2042, all candidates for the teaching credential programs are trained to meet the instructional needs of limited English proficient students. | |
| California State University, Fresno | 2009-10 | 85% by 2015 | No | Use data from annual CTQ survey to make continual improvements in EL. | SPED: 06-07 not assessed, 07-08 = 90% (goal met), 08-09 = 96% Secondary Ed: 06-07 = 75%, 07-08 = 80%, 08-09 = 72% Elementary Ed:  06-07 = 78%, 07-08 = 80%, 08-09 = 72%<br><br>Kremen School Teacher Education faculty have:<br>• toured local schools with high achievement rates among their EL students and interacted with administrators, teachers, students, and parents<br>• particpated in workshops presented by our EL faculty on EL strategies that can be incorporated into teacher education coursework<br>• participated in a day-long workshop on UDL<br>• revised syllabi to reflect UDL principles |
| California State University, Fullerton | 2009-10 | | Yes | Goal:  Exit survey results and CSU Center for Teacher Quality year-out results will show an increase of 5% of new teachers who are prepared or well- prepared to teach English learners. Recent surveys show an increase in the number of supervisors who report that their CSUF first year teachers meet the instructional needs of students who are English language learners.  Strategies used include the implementation of the California Teaching Performance Assessment (TPA) in our multiple subject (elementary) and single subject programs; community websites for faculty to share EL learning strategies/instructional ideas/resources; using full-time faculty with specific research and teaching expertise in the area of working with English Language Learners to teach diversity and EL courses; candidates interview an EL student to learn their perspectives and experiences and relate these to course readings and discussions; candidates demonstrate the use of specific sheltered instruction strategies; guest speakers with an e | SPED 425 has been developed as a prerequisite to our new Special Education program and is designed to assist special education teachers with English Language Learners in the classroom.  Year out data from the CSU has not yet been reported for 2008-09, but recent data show gains in our general education candidates' ability to teach EL students. |

Annual Goals for Instruction of limited English proficient students - Alternative Route

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal |
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| California State University, Long Beach | 2009-10 | 330 | Yes | Since the elementary level teacher preparation program is a state-accredited program that is required to embed English Learner instruction throughout courses and experiences, the figures reported here are for the general elementary credential program (California Multiple Subject Credential). Due to budget constraints, we were not in a recruiting campaign during 09-10, and thus did not engage in specific strategies to grow the program. | n/a |
| California State University, Los Angeles | 2009-10 | Improve strategies 5% | No | We provided workshops and meetings for faculty related to improving our candidates ability to educate English language learners. | Create a faculty workgroup to examine our current practices and provide recommendations for the future. |
| California State University, Monterey Bay | 2008-09 | Intro. of LEP students | Yes | Although there is not a stand-alone certification program, instruction of LEP students is infused in all general and special education programs. | n/a |
| California State University, Northridge | 2009-10 | NA | Yes | All of our teaching credential programs are designed to prepare candidates to meet the English Learner requirement. Dr. Clara Park in the Secondary Education Department coordinates the Asian BCLAD Consortium which facilitates the BCLAD credential for candidates who speak an Asian language. In addition Dr. Park was awarded a U.S. Dept. of Education Grant, Educating Hispanics for the 21st Century, in which students who wish to be bilingual teachers are awarded stipends. | |
| California State University, Sacramento | 2010-11 | 100% teaching candidates | Yes | This requirement is met through the infusion of language acquisition theory and culture into and across all coursework for multiple and single subject candidates, as well as through a required course entitled, Bilingual Education: Introduction to Educating English Learners (EDBM 170). | Per the California State law, Sacramento State, College of Education teaching credential program candidates are required to learn how to effectively instruct limited English proficient students through program coursework. |
| California State University, San Bernardino | 2010-11 | BCLAD reauthorization | No | Revise & submit BCALD bilingual teacher credential program to the state for authorization under the new bilingual program standards. A writing team was assembled, data has been collected & reviewed. The writing group plans to submit the reauthorization document to the California Commission on Teaching Credentialing by July 15, 2011. New BCLAD credential program to be in place by Winter 2012. | Assemble a writing team to revise BCLAD credential program for submission & respond to requests for clarification or revision after submission. Development of recruiting materials describing the new program. |

Annual Goals for Instruction of limited English proficient students - Alternative Route

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| California State University, San Marcos | 2009-10 | See Description below. | | Goal (2008-09): Reduce the percentage of candidates who indicate they are less prepared to meet the needs of English learners on the CSU Exit Survey. Goal met?  Unknown – we do not see the impact of curricular changes until at least two years after change is implemented.<br>Strategies:<br>1.  Program area faculty regularly meet to review the readings and assignments for foundational multicultural/multilingual credential classes across all programs.<br>2.  Adjunct faculty are mentored by tenure-line faculty in order to assure fidelity to the course content and goals.<br>3.  We began collaboration with WestEd on a study of our best practices in this area because we were designated as a stellar CSU campus in preparing teachers to work with English learners. | 1.  Curriculum development must include a plan for constant reflection, update and revision.<br>2.  Time and space must be devoted to support faculty in these endeavors. |
| California State University, Stanislaus | 2010-11 | Inc. candidate knowledge | | Strengthening of curriculum in all program classes to include these instructional strategies appropriate for classrooms with limited English proficient students. | Classroom assignments, as well as field practicum assignments, are designed to enhance the candidates' knowledge |
| Chapman University | 2009-10 | 2 | Yes | Not Applicable. | The market in southern California has decreased due to the economy and we will be pursing a marketing campaign over the next few years to recoup. |
| Claremont Graduate University | 2009-10 | 0 | Yes | Each one of our candidates received authorization to work with English Learners after doing extensive work in that area.  Our recruitment goals are related to the alternative program only.  Only candidates who cannot find a job do student teaching. | |
| Fresno Pacific University | 2011-12 | 100% | No | All candidates enrolled in Fresno Pacific University are prepared to work with limited English proficient students. Enrollment trends at FPU mirror trends documented by the California Commission on Teacher Credentialing. We expect to see a modest decrease in the number of students we will prepare in 2011-12. | This is a new goal. |
| Hebrew Union College | 2009-10 | none | Yes | HUC is accredited to issue Preliminary Multiple Subject Credentials. | |
| Holy Names University | 2009-10 | All students | Yes | Students in all Credential programs have a strong component of learning to teach English Learners in all coursework | Faculty meetings have focused on strengthening of this component of all coursework. (Sample topics-academic language, English Language Development standards.)<br>Approved for Bilingual Authorization |

Annual Goals for Instruction of limited English proficient students - Alternative Route

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| Humboldt State University | 2009-10 | Use of PACT data | Yes | Use of PACT data to help candidates assess, plan, and instruct students in helping them understand the language demands of the learning tasks and assessments. | |
| Loyola Marymount University | 2009-10 | 8 | Yes | Hosting information sessions for undergraduate students; attending numerous graduate school fairs; attending the Graduate Diversity forum; identifying undergraduate Spanish majors; identifying Chinese speakers for our Chinese bilingual program; placing ads in Chinese language papers. | Continue to publicize the Chinese bilingual program in the local Chinese communities; find ways to speak to foreign language clubs at local undergraduate schools. |
| Mills College | 2009-10 | | Yes | Student portfolios emphasize a reflective process of their classroom and student teaching experiences. Students respond to specific performance questions about the student teaching. Students can document and analyze a sequence of 3 to 5 related lessons in the categories of planning, teaching, assessment, and reflection.  Trained scorers using valid and reliable rubrics score these lessons.  All of the credential students are required to complete portfolios, journal entries of their student teaching, and attend a Teaching Event, which helps to measure all 13 of the Teacher Prepare teachers to be guided by an ethic of care and to serve as agents of change Performance Expectations required by the State of California. Additionally, there is a formal evaluation and self-evaluaiton of the student teaching experience. | The Teacher Performance Expectations are correlated with the California Standards for the Teaching Profession, which are also correlated with the goals of the Mils Teachers for Tomorrow's Schools Credential Program.  All of the students must meet these performance expectations to graduate. The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition, there is an advisory board of noted educational leaders from the community, to advised ongoing program development. There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification. |
| Mount St. Mary's College | 2009-10 | 100% | Yes | The Mount St. Mary's College 2042 credential programs are designed to prepare candidates to meet the California Teacher Performance Expectations (TPEs) which are formatively assessed throughout the coursework and summatively assessed in the California Teacher Performance Assessment (Cal-TPA) and in the Final Reports of Supervised Teaching. The Teacher Performance Expectation (TPE) 7: Teaching English Language Learners specifically measures the candidates' competence at meeting the needs of limited English proficient students including: Understanding and applying theories, principles, and instructional practices for English Language Development; Understanding how to adapt instructional practices to provide access to the state-adopted student content standards; and Drawing upon student backgrounds and language abilities to provide differentiated instruction. The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices th | We regularly monitor teacher candidates' performance on TPE 7 throughout our coursework and on the Teacher Performance Assessment (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. For example, we modified our SDAIE lesson plan design to include a section for candidates to explain their rationale for their strategies to meet the specific needs of  English Language Learners. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners. |
| National Hispanic University | 2009-10 | 30 | Yes | All credential students meet EL requirements. | |

Annual Goals for Instruction of limited English proficient students - Alternative Route

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| Notre Dame de Namur University | 2009-10 | all | Yes | Embedding EL curriculum across the programs | |
| Occidental College | 2009-10 | All | Yes | On going coursework & fieldwork | |
| Pacific Oaks College | 2009-10 | 30 | No | Increased advisor office hours; increased tutoring resources; increased student services availability | Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts. Note: The English Learner authorization is embedded in the Education Specialist Program. |
| Pepperdine University | 2009-10 | 138 | Yes | We provide information on the instruction of limited English proficient students to every credential candidate. All GSEP courses have an ELD component. | |
| Point Loma Nazarene University | 2009-10 | 101 | Yes | The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English language learners. | |
| San Diego Christian College | 2009-10 | 5 | Yes | Our program only offers the SB2042 credential which contains the authorization to teach English Learners. 100% of our program completers will therefore possess this authorization. | We continue to examine new strategies for reaching English Learners in the classroom. We stay informed by reading and seeking out the most current information on this topic and teaching candidates how to implement new strategies in the classroom. |
| San Diego State University | 2009-10 | 100% teachers prepared | Yes | All students receiving a credential in CA must be prepared to work with LE students. | |
| San Francisco State University | 2009-10 | 100 | Yes | All candidates in every program are required to learn to support LEP students. This is not a separate goal. | All candidates in every program are required to learn to support LEP students. This is not a separate goal. |
| San Jose State University | 2010-11 | N/A | | All candidates in our teacher preparation program must meet the state standards for teaching English Learners. Thus, all candidates finishing our programs are recommended for their credential which certifies them to work with an English Language Learner student population. | |
| Simpson University | 2011-12 | 5% | | Marketing to undergraduate students and to surrounding universities. EL authorization is embedded in the credentialing program. | We have had a stable enrollment of new teacher candidates in all areas. El Instruction is built into all programs. |

Annual Goals for Instruction of limited English proficient students - Alternative Route

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| Sonoma State University | 2009-10 | Embed Eng learner content | Yes | The demand for teachers qualified to teach those students for whom English is a second language has increased dramatically over the last ten years. The university has redesigned all credential programs to ensure that any graduate will be completely equipped to ensure a quality educational experience for all students regardless of literacy background or country of origin. | English language learner content has been embedded in all three credential programs and has been recognized as successful by the state credentialing body. Students interested in earning a fully-bilingual certification are advised using a combination of classes and state exams. |
| St. Mary's College of California | 2009-10 | 100% | Yes | California state law mandates that all teacher preparation programs include instruction to teach limited English proficient students and that all program completers have competence in this area | |
| Stanford University | 2009-10 | 80 | Yes | In the state of California the SB 2042 credential includes an English learner authorization. All students credentialed for single or multiple subject will have this certification. It covers ELD and SDAIE. STEP also offers a bilingual authorization (formerly called BCLAD) at the elementary level. | |
| Touro University | 2009-10 | Effective Teaching of ELL | Yes | In Touro University's College of Education Teacher Credential program, candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs. | In EDU 780: Orientation to Student Teaching & Seminar, candidates spend sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching and support of English learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English learner students' needs. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners. Beginning in the introductory courses EDU 770: Educational Psychology & Classroom Management, EDU 771: |
| United States University | 2009-10 | 100% | Yes | Submitted a Bilingual Authorization Plan and intend to recruit more prospective bilingual teachers. All courses have been revised to include more strategies for working with Bilingual Students | In 2010-11, we will be reviewing the market need for Instruction of Limited English Proficient Certification. We have three students enrolled in the preliminary credential and two are BCLAD and one is CLAD |
| University of California, Berkeley | 2010-11 | 45 | Yes | Recruitment, website information | This number reflects the fact that, per State credentialing requirements, all of our credential programs address the instruction of limited English proficient students. Our enrollment goal is deliberately lower than last year's due to budget cutbacks. |

Annual Goals for Instruction of limited English proficient students - Alternative Route

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| University of California, Davis | 2009-10 | All credential student | Yes | In California, upon completing credential requirements, all credential students are certified to instruct LEP students | |
| University of California, Irvine | 2009-10 | Serve LE Proficient Pop. | Yes | It is embedded in the program and no special strategies were used to achieve this goal | Enforcement of the mandates required by the State. |
| University of California, Riverside | 2009-10 | Recruitment | Yes | The Graduate School of Education works closely with our Liberal Studies majors to advise those who are proficient in a second language with pathways to obtain an elementary credential that includes an emphasis in bilingual education.  Courses offered at the undergraduate level allow students to observe in bilingual classrooms prior to program entry. A survey has been created to query applicants about their proficiency in languages other than English so alternate pathways and opportunities are made available to them in bilingual education. The program has also developed a partnership with a charter school that has a dual immersion program. Two-way immersion programs, integrate language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and bi-literacy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non English) language. As the number of cand | The Graduate School of Education's goal is to enhance it partnerships that will include Hispanic Studies and Spanish majors who may wish to pursue elementary or secondary teaching track in bilingual education. Students who pursue the secondary track are often late deciders so it will be important to make information available to them early in the undergraduate career. |
| University of California, San Diego | 2009-10 | All program completers | Yes | Both MS and SS candidates are placed in classrooms with English learners, beginning with foundations/prerequisite year; support for EL integrated throughout coursework; data on candidate performance in teaching academic language as part of the PACT assessment required for licensure is reviewed by faculty on an on-going basis | Outreach increased applicant pool for SS credential program |

Annual Goals for Instruction of limited English proficient students - Alternative Route

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| University of California, Santa Barbara | 2009-10 | Course Instruction | Yes | 1) Continue the "Linguistics for Teachers" course to the summer foundation curriculum so that candidates would have the basic knowledge before entering courses that focused on supporting limited English proficient students. These courses include Reading/Language Arts Methods, Multicultural Literacy Methods, and ELD/SDAIE Methods.<br>2) Changed the curriculum in the "Culture, Language and Learning" course to better connect with the next course in the sequence on supporting English Learners, the "ELD/SDAIE Methods" course. Now it is better integrated into all Foundations courses.<br>3) Required Special Education Credential Candidates to take the "Culture, Language and Learning" course (they had already been required to take the "ELD/SDAIE Methods" course. | Instruction will continue in the 2010-11 and 2011-12 academic year. |
| University of California, Santa Cruz | 2010-11 | %100 | Yes | Approved SB2042 Program. | |
| University of LaVerne | 2008-09 | Program EL Authorized | Yes | Incorporated EL strategies throughout program to fulfill state requirements. Strategies embedded throughout program allow for instruction of diverse strategies and practice of instruction. | Lessons learned - students are very well prepared for diverse instruction immediately upon completing program. |
| University of San Diego | 2009-10 | Maintain enrollment | Yes | California is now requiring all credential candidates to have English learner authorization. Therefore, all students who earn their teaching credential now have this authorization. In addition, we graduated 5 students with CTEL authorization. | For 2009-2010, elementary practicum placements for literacy were all at a specific school with a special reading program for English learners. In April 2010 we held a Strategies to Teach All for Real Success (STARS) conference, focused on education special education students and students with limited English proficiency, that was attended by representatives from 40 local school districts. |
| University of San Francisco | 2010-11 | Recruit | | During information meetings with prospective candidates we inform them that there is a teacher shortage in this area. Bilingual candidates are encourage to add the BCLAD emphasis. | 1) Develop more focused marketing/recruiting information related to this area |
| University of Southern California | 2009-10 | 70 | Yes | We have revisited all course syllabi to weave strategies for teaching English Language Learners throughout each course. | We have added a Teaching English Language Learners course that runs parallel to practicum experience. This is intended to assist candidates in applying strategies from this concurrent course. |
| University of the Pacific | 2009-10 | N/A | | We do not have a specific credential for teaching limited English proficient students in California. However, all teacher education candidates complete credentials to provide services to English language learners. | |
| Vanguard University | 2009-10 | 100% | Yes | Imbedded in SB2042 preliminary credential | |

Annual Goals for Instruction of limited English proficient students - Alternative Route

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| Westmont College | 2009-10 | No LEP program | | No LEP program as a separate credential, apart from the preparation that ALL candidates receive for working with students with LEP. Goal met? N/A Description of strategies used to achieve goal: N/A. | N/A |
| Whittier College | 2009-10 | Increase TPA passage | Yes | Increase the passage rate of Teaching Performance Assessments by strengthening the adaptations for English Language Learners. Descriptions of strategies used to achieve goal: 1. Met with full-time and adjunct faculty during bi-annual in service meetings to develop instructional strategies for assisting teacher candidates in adapting instructional plans to meet the needs of English Language Learners. | Utilize the expertise of our Second Language Acquisition specialist to train full-time and adjunct faculty in current research and practices for working with English Language Learners in Southern California classrooms. |

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| California Baptist University | 2010-11 | Design new program | Yes | Redesign current Education Specialist programs to align with new program standards from the Commission on Teacher Credentialing. | New programs were designed to meet new standards for mild/moderate and moderate/severe disabilities. Submitted to Commission on Teacher Credentaling. | Design new program |
| California State Polytechnic University, Pomona | 2009-10 | | Yes | One of the components of the new Clinical Practice model includes better linkage between the Teaching Performance Expectations (TPE's) and the supervision process. One of the early activities requires candidates to explore the resources in the community and through the school that address meeting the needs of at-risk students. Other elements of the Clinical Practice model include assessing the classroom, student background, and student performance data in light of planning for instruction. The newly developed protocols for four of the Clinical Practice visits by the supervisor were piloted and revised based on data from the cooperating teachers, teacher candidates, and supervisors. The model continues to be revised with a focus on improving teacher candidate performance, impact on student learning, and feedback for improvement. | Lesson learned – The strict professional development plan worked for many of the supervisors while others declined to participate. Those who declined to participate have experienced a lighter supervisory load and decreasing employment. Sustaining the new model may become a challenge in the future unless additional professional development funds can be found. Candidates report that the clear guidelines are helpful in preparing for observations. A linkage with the BTSA process is also a strong element of the model. However, more flexibility needs to be provided to observe teacher candidates teaching in a variety of ways. | Focus on new model of clinical practice |
| California State University, Bakersfield | 2009-10 | Improve student assessmen | Yes | Increase the knowledge and use of student assessment to improve student learning. | Integrate the knowledge and use of assessment tools in methodology courses. | Student Assessment |
| California State University, Los Angeles | 2009-10 | Improve strategies 5% | No | We provided workshops and meetings for faculty related to improving our candidates ability to educate students with disabilities. | Create a faculty workgroup to examine our current practices and provide recommendations for the future. | Instruction of special education students by general education teachers |
| California State University, Monterey Bay | 2009-10 | Autism Supplement | Yes | Instruction of Autism is offered as a suppllemental authorization. | Special Education students receivve training in providing Autism as a Supplemental Authorization. | Autism |

| Institution | Academic Year | Goal | Goals Met? | Description of strategies used to achieve goal | Description of steps to improve performance in meeting goal or lessons learned in meeting goal | Other Specify |
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| California State University, San Bernardino | 2009-11 | subject-matter authorie | Yes | The subject matter authorization was submitted & approved. The program started in the 2010-2011 academic year. | As this is a new program, it is time to start program evaluation. As the program is coordinated by the math department, we have learned that we need to liaison more closely to evaluate program effectiveness, admission criteria, admission process, etc. | Mathematics |
| California State University, Stanislaus | 2010-11 | Inc. student awareness | | To increase students' awareness of at-risk students and develop strategies to meet these needs have guest speaker presentations and class assignments on drug awareness, bullying in schools, and gang awareness. | Still need to address other aspects that can affect at-risk students, such as, but not limited to, poverty and homelessness. | At-Risk Students |
| High Tech High Communities | 2010-11 | n/a | No | | At HTH, we do not function in this manner. We employ teachers based on need and if they do not have a teaching credential, then they enter our teacher credential program. | n/a |
| Humboldt State University | 2009-10 | Online format | No | Planning activities and a summer workshop for faculty to create an online program of study for candidates in the Secondary Education Program. | | Secondary Education Program |
| Touro University | 2009-10 | Hands on Experience | Yes | To train the teacher candidates in a real life situation with students that are struggling with the basic reading skills. | Conducting classes in a real life environment at an elementary school. Success come with teacher candidates are able to teach to a real life situation. | Literacy |
| University of California, Irvine | 2009-10 | Increasing alignment | Yes | Collaboration with partners willing to increase our presence at their school. | 1) Form professional learning communities of UCI and partner school faculty to discuss education issues such as mathematics achievement, differentiation. 2) Provide professional development to partner school faculty. | ProfessionalDevelopment Schools |
| University of San Francisco | 2011-12 | Joint credential option | | We are currently working on a credential pathway that would allow mild/moderate special education credential candidates to simultaneously complete a K-12 Single Subject credential in a high need area, such as mathematics. | 1) Create program and receive approval from Curriculum Committee; 2) Submit program document for approval by the California Commission on Teacher Credentialing; 3) Recruit for and implement program. | Recruit in high need areas |

**Please indicate whether your institution is in compliance with the following assurances.**

| Institution | Training provided to prospective teachers | | | General education teachers receive training in providing instruction to | | | | Describe your institution's most successful strategies in meeting the assurances: |
|---|---|---|---|---|---|---|---|---|
| | responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends | is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom | Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects | children with disabilities | limited English proficient students | childrenn from low-income families | Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable | |
| Alliant International University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Alliant's teacher education program includes intensive summative seminars that, in collaboration with fieldwork, address these areas throughout the program. A unique facet of the program pairs experienced local practitioners with candidates as field supervisors, utilizing the expertise of experienced teachers and their knowledge of the area to provide close one-on-one supervision during field placement. Additionally, classroom topics specifically address each of the areas described above. For example, instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices. Seminar and coursework instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Most intern teachers are in high-needs districts and therefore can apply this instruction directly to the classroom. Finally, the California TPAs target these areas. Candidates who perform b |

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| Azusa Pacific University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The teacher education programs provide candidates with opportunities to learn ways in handling many different situations. Azusa Pacific University, located in Los Angeles County in Southern California provides many practical opportunities for our candidates to experience urban schools, limited English proficient students, providing instruction to children from low income families and children with a variety of disabilities. Situations the candidates may encounter are discussed in coursework and clinical practice offers practical experience. The University has NCATE accreditation and both teacher preparation programs general and special education, are aligned diversity per NCATE standards. The syllabi include diversity goals for the programs. In order for candidates to qualify for intern credential, they must complete pre service hours which are based on effective strategies to teach children who are culturally and linguistically diverse. The departments collaborate with school districts in order to provi |

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| Brandman University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Each campus has an Advisory Council composed of members of local education agencies. The council provides input to the campus on the needs of local education agencies. Many of the course instructors are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom. Candidates participate in fieldwork experiences and student teach in local school districts so they are able to examine instructional issues while participating in these field-based experiences. All credential candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning. Strategies for meeting the needs of limite |
| California Baptist University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Our collaboration with school districts and EDU faculty produced Accreditation for seven years without stipulation. Are in the process of organizing a Professional Development School with an urban district |

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| California Lutheran University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | During the past four years, the Department of Teacher Education has focused on purposeful placement of our candidates in three professional development school (PDS) partnerships. Schools which were approached to become PDSs were chosen specifically because of their diverse student population, strong collaborative culture, and administrative and teacher leadership. In addition, the PDS veteran teachers on those campuses serve as adjuncts as well as evaluators for the Teacher Performance Assessments (TPAs). |
| California State Polytechnic University, Pomona | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Successful strategies are embedded in our curriculum. Teacher candidates in the Multiple and Single Subjects credential programs are required to take TED 551 (Special Populations) as part of their preliminary credential course requirements. Courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. Teacher candidates in the Education Specialist Program (special education) take course in the core content areas with the same subject matter content as those in the Multiple Subject program (Elementary Education). This ensures the depth and breadth of subject matter knowledge appropriate for the elementary school. Teacher candidate aspiring to earn a special education credential designed for secondary schools must also meet subject matter competence in the same manner as other secondary education candidates. They can pass the state subject mat |

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| California State University, Bakersfield | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Field placement in school sites where these students are enrolled for course activities and student teaching. Students develop and implement assessment protocols for English Language Learners. Students participating in LEA's professional development workshops on teaching students with disabilities; LEP, low income and rural issues. |
| California State University, Channel Islands | Yes | Yes | Yes | Yes | Yes | Yes | Yes | All programs include a core set of prerequisite courses that emphasize students who are English learners, students with disabilities and students from the rural and urban areas in our county. Fieldwork and student teaching is associated with every semester of the credential program including prerequisite semester. Fieldwork and student teaching competencies are integrated with coursework throughout the programs. Academic language and universal design are emphasized in lesson planning for all programs and candidates are expected to implement the principles in their planning. |

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| California State University, Chico | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The CSU, Chico Special Education Advisory Board meets bi-annually to discuss the specific regional hiring needs and of the local educational agencies.  Board members include all regional LEAs, regional special education teachers, and special education program faculty.<br>An Advisory Board Needs-Assessment to determine regional hiring and instructional needs in the area of special education is conducted annually. The structure and design of the program reflects the unique rural needs of a region that covers 12 counties.<br>To serve the needs of teacher candidates who often working in rural, isolated regions, courses have been developed to include a balance of on-line and face-to-face classes. Understanding that rural regions are also areas of high poverty and have limited resources, teacher candidates are provided with instructional strategies and curriculum which addresses these unique needs.<br>All special education course content is rooted in current evidence-based practice.  The CSU, Chico programs for spec |

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| California State University, Dominguez Hills | Yes | Yes | Yes | Yes | Yes | Yes | Yes | CSUDH maintains close partnerships with local districts and schools. Members of our Advisory groups give us feedback and insight into our programs. Employer surveys allow us to respond to local needs for teachers. Coursework in the General Education programs emphasizes strategies for teaching children with special needs, children who are learning English as a second language. Specific assignments require candidates to become familiar with community resources, families, and school cultures. We are located in an urban area, and this is the focus of our programs. We place student teachers and interns in local urban schools, and they are supported by Field Supervisors who guide their observations and instruction along these lines. |
| California State University, East Bay | Yes | Yes | Yes | Yes | Yes | Yes | Yes | As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting. The most successful strategies we employ in meeting the assurances is to stay well-connected to our school partners through district partnership programs in high-need districts and by holding regular meetings with our advisory councils which consist of members from school, community, and university partners. |
| California State University, Fresno | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Enrolling students in cohorts and placing them in "Partner Schools" for coursework and field experience. |

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| California State University, Fullerton | Yes | Yes | Yes | Yes | Yes | Yes | Yes | We have close partnerships with our local educational agencies (LEA), helping us to identify how we can best prepare our prospective teachers to meet student needs. In addition, an advisory board consisting of LEA representatives meets each semester to discuss needs and provide input into our program. The CSU also conducts year-out surveys with the employers of our credential graduates to provide our program with how well we are meeting instructional needs and decisions. Our partnerships, collaborations, and data demonstrate that our general education candidates are well or adequately prepared to provide instruction to children with disabilities, limited English proficient students, and to children from low-income families. Strategies that ensure this include offering specific courses in diversity and methods for teaching English learners, tying fieldwork experiences and assignments directly to meeting the needs of English language learners and students with special needs, requiring students to pass the C |

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| California State University, Long Beach | Yes | Yes | Yes | Yes | Yes | Yes | Yes | In the Education Specialist program we provide multiple fieldwork opportunities to students to work in local school districts that are primarily urban. We have very strong partnerships with our local school districts and therefore can place students very strategically when they complete their final fieldwork coursework. Additionally, all education specialist candidates take reading and mathematics coursework with Multiple Subject and/or Single Subject candidates. In the Single Subject Credential Program (SSCP), candidates are advised about current job opportunities in the local area, regionally, and across the nation.  Included in advisement throughout the program are ways to expand the candidates' marketability in terms of additional authorizations, special education, and alternative work settings (i.e. charter schools, private schools, tutoring centers, etc.)  The SSCP has a Community Advisory Board consisting of district administrators, teachers, community members, as well as CSULB faculty and administra |

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| California State University, Los Angeles | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The Charter College of Education (CCOE) at California State University, Los Angeles (CSULA) is committed to producing educators with the knowledge, skills, and disposition necessary to facilitate the closing of a persistent achievement gap in urban schools. The Core Values of the CCOE are illustrated in its Conceptual Framework and are integral parts of the coursework in the credential programs. Specific attention is given to educational equity, professionalism, collaboration, and reflective practice. Credential programs provide a sequence of coursework and supervised clinical fieldwork experiences that particularly prepares teacher candidates to work with students from low-income families, students who are English Language (EL) learners, and students with disabilities. All elementary and secondary education candidates complete a course specifically addressing the needs of students with disabilities. All special education candidates complete general education methodology coursework and supervised clinical e |
| California State University, Monterey Bay | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Compliance with the above assurances is met by State and National accreditations. |
| California State University, Northridge | Yes | Yes | Yes | Yes | Yes | Yes | Yes | All teacher preparation programs at CSUN are designed to meet state standards. |

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| California State University, Sacramento | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The needs of local educational agencies and schools (in particular, urban schools serving low-income, culturally and linguistically diverse students) are identified and communicated to Sacramento State, College of Education through regular meetings of the Capital Region Teacher Preparation Network, which is a formally sanctioned collaborative organization governed by a signed Memorandum of Understanding.  Participating Network members include all area school districts, county offices and universities; we all agree to:  share Network activities, staff development, and learning throughout local programs; share program information such as written criteria, roles and responsibilities, selection process, etc. to assure alignment; share knowledge and understanding of credential requirements as well as professional development practices for teacher preparation for the preliminary and professional credentials; examine content delivery systems and alternatives to satisfy teacher candidate and participating teacher pro |

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| California State University, San Bernardino | Yes | Yes | Yes | Yes | Yes | Yes | Yes | NOTE: training to provide instruction to children from low-income families and how to effectively teach in urban and rural schools is not specifically covered in course curriculum; however, supervision experiences in our diverse and vast service area addresses these issues. Additionally, these issues may also be addressed through coursework (i.e., Family, Culture & School). CSUSB's successful strategies in meeting these assurances include: supervision experiences (including guidance and feedback); and, the Teaching Performance Assessment (TPA) which requires adaptation of instruction for special education students and English Language Learner students. |
| California State University, San Marcos | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Instructional faculty are closely connected and engaged in research and service to the local public schools which allows them to sustain their skills and knowledge base regarding the educational success of all students. Furthermore, we are recognized as highly effective in the preparation of teachers to work with English learners. The curriculum is built around a foundational credential class with best practices regarding language acquisition and literacy acquisition integrated into all credential classes. |
| California State University, Stanislaus | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Collaboration with school districts to address specific needs in their districts; input from advisory committee; feedback from employer and graduate surveys. |

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| CalState TEACH | Yes | Yes | NA | Yes | Yes | Yes | Yes | To ensure that CalState TEACH prepares teachers to meet the needs of local educational agencies and school partners the program consults with its stakeholders at its advisory board meetings, attends monthly meetings at regionally specific County Offices of Education, participates in Beginning Teacher Support and Assessment (Induction)/IHE Collaborative by region, and consults regularly with the Directors and Assistant Superintendents of Human Resources. These collaborations ensure that the program is aware of local staffing trends, curriculum initiatives, and other needs of the schools. CalState TEACH provides a standards based teacher preparation program utilizing as its frameworks the California Standards for the Teaching Profession, the California Academic Content Standards, and the California Curriculum Frameworks. Candidates study specific modules on content pedagogy, use an academic content standards based lesson and unit planner, and demonstrate their teaching proficiency in the eight content area |

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| Chapman University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | All teachers take specially designed courses in the areas of providing instruction to students with disabilities including a 15 hour fieldwork component in low income and urban schools. Similarly, they take specially designed course focused on students with limited English proficiency including a 15 hour fieldwork component in low income and urban schools. In addition we have recently added a new course to the preparation of special educators addressing instruction in state approved core academic standards. Further, an emphasis on working with English language learners and students with disabilities is a persistent theme in all courses for elementary, secondary and special educators. |

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| Claremont Graduate University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The CGU TEIP has been preparing teachers to work with low-income, diverse populations, including English Learners. Not only do we equip our candidates with successful research-based strategies, we also help them develop positive attitudes relating to students' potential and their own ability, as teachers, to impact student performance. Our graduates know that if they work hard, plan instruction based on student needs, and use performance data to modify their instruction, they can make a difference in each students' life. Students complete a modified ethnographic narrative project throughout their program to examine how differentiated instruction for struggling learners, based on knowing students academic and personal history, can make a difference in academic achievement. Students are required to select five students to study in their first year of teaching including at least one EL student and one student with special needs. Finally, as a close-knit cohort program, our general education and educatio |
| Concordia University | Yes | Yes | NA | Yes | Yes | Yes | Yes | The three most successful strategies in meeting the assurances are: 1. Intentional integration of differentiation techniques into each course in the program. 2. Requiring candidates to view each assignment they craft through multiple lenses. Candidates ask, "How does my assignment meet the unique needs and challenges of the diversity represented in the classroom?" 3. Candidates are provided with a variety of field experiences. |

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| Dominican University of California | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The School of Education and Counseling Psychology uses assessment data and the California Commission on Teacher Credentialing (CCTC) accreditation process to measure success. The primary assessment data come from two sources. The first is the Teacher Performance Assessment data. Data from Teacher Performance Assessment and the related Teacher Performance Expectations (TPE's) are obtained and analyzed for program strengths and weaknesses. Making adaptations was identified for the most recent review based on assessment data. As a result, the lesson plan format used by teacher candidates was changed to include specific sections on second language learning and children with special needs. The result was a higher score by teacher candidates on their TPA tasks related to this topic. In addition, the School of Education has joined a number of private universities and colleges using the Center for Teacher Quality (CTQ) to gather information about the program from Dominican credential completers. When compared to our |

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| Fortune School of Education (Project Pipline) | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Fortune School of Education provides an intense 160 hour Pre-Service Program prior to candidates being eligible for the district intern credential. This Pre-Service is designed to prepare teachers for assignments in hard-to-staff schools. The majority of the school districts and charter schools where our interns are hired are considered high-poverty, high-minority schools. As a part of our school vision, we are training our candidates to meet the challenges of urban schools and developing students to their fullest potential. We begin this professional development in our Pre-Service program with courses in classroom management, teaching special populations of students, reading instruction, and teaching English language learners. These topics are continued throughout the teacher education program along with effective curriculum and instruction training appropriate for new teachers. |

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| Fresno Pacific University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Three Exemplary strategies: Local educational agency personnel participate annually in Fresno Pacific Unversity's teacher candidates' Exit Interviews in order to assess the quality of preparation these candidates have received at FPU. Following the Exit Interviews, these personnel participate in an evaluation of the program with respect to the needs of local schools. The Teacher Education program, which prepares general education teachers, has developed courses in reading methods, math methods, and teaching English Learner, in collaboration with the Special Education Department. All prospective teachers, general education and special education teachers, take these courses. In addition, all candidate take the same course which addresses the needs of students with disabilities. Moreover, the university supports a strong articulation agreement between both divisions, thus allowing many students to complete both the general and special education credentials concurrently. In so doing, the university has deve |

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| High Tech High Communities | Yes | Yes | Yes | Yes | Yes | Yes | Yes | 1. On site, similarly credentialed and trained Mentors provide day to day supervision for Education Specialist teachers. 2. Daily one hour long morning meetings at which all faculty, including Interns, meet to discuss teaching issues. 3. Each Intern must pass a Teaching Performance Assessment to graduate from the Teacher Preparation (Intern Program) and gain a preliminary CA credential. 4. Veteran teachers share best practices. 5. Video tape analysis of teaching with cohorts, instructors, and mentors. |

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| Holy Names University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | *Our programs are accredited by the California Commission on Teacher Credentialing. We address specific program requirements in all the above areas. We provide extensive documentation and evidence for meeting the above assurances.<br>*Community Advisory Council meets regular times twice a year<br>*Credential Programs administer a Survey Monkey to Graduates, Employers, Supervisors, and Instructors once a year<br>*Regular Intern Seminars are held. Supervisors are in contact with Seminar Instructors. Seminar Instructors, Supervisors, and Full-time Faculty supervise in the field and are well acquainted with challenges in the field.<br>*Special Education teachers, in both Multiple and Single Subject, must take courses in Core Subjects in general education programs.<br>*Specific courses designated for this specific purpose, in addition, all other coursework supports providing instruction<br>*There is a specific course that provides Theory and Practice in Second Language Acquisition. In addition, all other coursewor |

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| Humboldt State University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Graduates of the credential programs are trained to meet the needs of the local region and the state of California.  Candidates receive extensive training in teaching the state adopted curriculum, the assessment system and overall issues related to student academic achievement.  Training is designed to enable candidates to:  know and understand the subjects of the curriculum at grade level(s); organize and manage a class or a group of pupils for instructional activities; organize and manage student behavior and discipline satisfactorily; prepare lesson plans and make prior arrangements for class activities; use an effective mix of teaching strategies and instructional activities; meet the instructional needs of students who are English language learners; meet the instructional needs of students from diverse cultural backgrounds; meet the instructional needs of students with special learning needs; communicate effectively with the parents or guardians of students; maintain positive rapport and foster students' |
| IMPACT (San Joaquin County Office of Education) | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Strong partnerships and input from school districts concerning student population, families, and teacher needs is a planning component of our program.  Specific course work addresses these needs. |

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| La Sierra University | Yes | Yes | NA | No | Yes | Yes | Yes | Dr. Pamela Ramsey is the instructor for our coursework in special education. She is a practicing special educator in a local school district. Pamela has edited a book on special education in the regular classroom. This book is filled with sample special education forms, lists, and strategies to support the classroom teacher. Each candidate is required to purchase this text and to use it during the course sessions. Feedback from candidates has been highly positive--often referred to as a treasure trove and "must have" manual for the practicing teacher. |
| Los Angeles Unified School District | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The existence of the District Intern Program is predicated on the demands of current District needs. Recruitment and hiring for the District Intern Program is driven by data reflecting shortages in the subject areas of math, science, and special education. The District Intern Program prepares teachers, both general education and special education for teaching of all students, including special populations such as students with disabilities, behavior plans, students with limited English proficiency, and gifted and talented students in the general education classroom. Each District Intern teacher learns how to differentiate instruction to ensure that all students have access to the core curriculum, including children who are disadvantaged and from low-income families. Teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisa |

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| Loyola Marymount University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Candidates receive training in the above through course work, field experiences and clinical practice. |
| Mount St. Mary's College | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Our program meets the above assurances through a variety of means. One of our foundations courses requires students to do fieldwork in local schools and consider the needs of that community and school. They complete a textbook inquiry wherein they examine a State adopted textbook to ensure that they understand not only the State standards, but also the expectations and needs of local agencies and what instructional decisions they will face when they enter the classroom. Our programs use a standardized lesson plan that they practice using throughout the program and the Teacher Performance Expectations, adopted by the State, anchor all of our coursework. Our candidates in Special Education also take select courses from our General Education program, and we recently received a College grant to augment our General Education coursework to include additional focus on children with disabilities. Due to the requirements of our SB2042 program, we offer training in regards to working with limited English proficient stu |
| National Hispanic University | Yes | Yes | Yes | Yes | Yes | No | No | Integrating information on, and strategies for teaching and assessing, English language learners throughout many courses. |

**Please indicate whether your institution is in compliance with the following assurances.**

| Institution | Training provided to prospective teachers | | | General education teachers receive training in providing instruction to | | | Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable | Describe your institution's most successful strategies in meeting the assurances: |
|---|---|---|---|---|---|---|---|---|
| | responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends | is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom | Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects | children with disabilities | limited English proficient students | childrenn from low-income families | | |
| National University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | In July 2008, we implemented the Teacher Performance Assessment (TPA) for all candidates in the Teacher Education credentialing programs. All the Tasks involve reacting to given written scenarios describing a particular set of students (diverse, challenged, or English language learners). TPA Task 1 Content Specific: the candidates must identify subject-specific instruction and assessment plans, and then differentiate instruction for these students. TPA Task 2 Designing Instruction: the candidates must write to a five-step set of prompts, which requires them to identify students' characteristics and learning needs; then designs appropriate instruction. TPA Task 3: the candidate must use a specific standards-based lesson of the candidate's choice, then demonstrate the ability to design appropriate standards-based student assessment activities in the context of a small group of students. TPA Task 4: working within an actual K12 classroom, the candidate designs a standards-based lesson for a class of students, |
| Notre Dame de Namur University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Working closely with schools. Specific special education course in general education programs. New Director in Special Education EDU 4107 Teaching English language lerners in both programs |

**Please indicate whether your institution is in compliance with the following assurances.**

| Institution | Training provided to prospective teachers | | | General education teachers receive training in providing instruction to | | | Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable | Describe your institution's most successful strategies in meeting the assurances: |
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| Oakland Unified School District | Yes | Yes | Yes | Yes | Yes | Yes | Yes | As a District Internship Program, OPTP is positioned to provide coordinated support and create a learning experience infused with both theory and practice. This ensures new special education teachers are well-supported, prepared, and can apply knowledge and skills in a range of classroom settings and through various delivery models.  Participants attend OPTP Seminars at an OUSD school site and are taught by expert K-12 practitioners who have extensive knowledge of special education and documented success teaching in high-need schools in the district.  The OPTP curricula specifically tailored to meet the needs of novice special education teachers in high-need schools. The curriculum addresses how to tackle a variety of content areas.  Seminar Leaders are specifically trained to make content applicable to the new teacher experience in Oakland.  The program works to carefully match participants with a Field Supervisor, Seminar Leader, and other staff so that they are surrounded by a support network within OUSD. |
| Orange County Office of Education | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The most successful strategies include the fact that the instructors are practitioners who present evidenced-based research of best practice that is applicable in current classrooms.  The interns have the opportunity to apply the coursework in their own teaching situations.  Reflection is made on the application of coursework in their teaching situation, with their instructor, members of the cohort, practicum supervisors and advisors. |

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| Institution | Training provided to prospective teachers | | | General education teachers receive training in providing instruction to | | | | |
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| | responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends | is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom | Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects | children with disabilities | limited English proficient students | childrenn from low-income families | Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable | Describe your institution's most successful strategies in meeting the assurances: |
| Pacific Oaks College | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Our program currently contracts with approximately 25 local school districts. Within these districts, we have identified a number of schools that we have deemed as being sound philosophical matches, with varying demographics, in which our students can complete their fieldwork. Students are required to complete their four fieldwork placements in schools that meet the following criteria: public school settings (three placements must be in public schools) schools that serve English Learners (at least one placement), students with special needs(at least one placement), Low Academic Performance Index (API) scores(at least one placement), Title I schools, etc. |
| Patten University | Yes | Yes | NA | Yes | Yes | Yes | Yes | Recruitment and acceptance of diverse candidates committed to teach in their local schools. |
| Pepperdine University | Yes | Yes | NA | Yes | Yes | Yes | Yes | Our faculty representative learns about the needs of Local Education Agencies through the LA Regional network meetings. As a result, interns receive information about response to intervention, professional learning communities, and Beginning Teacher Support and Assessment/Induction in their final term of student teaching. The assurances listed above are met through all of the coursework students are required to complete. |

**Please indicate whether your institution is in compliance with the following assurances.**

| Institution | Training provided to prospective teachers | | | General education teachers receive training in providing instruction to | | | Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable | Describe your institution's most successful strategies in meeting the assurances: |
|---|---|---|---|---|---|---|---|---|
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| Point Loma Nazarene University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Inclusion of LEAs<br>During the 2009-2010, the School of Education (SoE) interviewed various Local Education Agencies (LEAs) through site based Advisory Councils. At each of the SoE's four teaching locations, members of the Advisory Council are members of LEAs. These stakeholders provided specific input regarding program need, context for instruction and proposed effective program design to best serve self identified needs.<br>Providing General Education Teachers with Training to Service (SWD)<br>In order to equip general education teaching candidates with the requisite skills for providing service to students with disabilities (SWD), the SoE revised the sequence of coursework for these candidates and added a requirement that they must take EDU 602 Foundations of Special Education. |
| San Diego City Unified School District | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Intern course work<br>Intern Support Provider credentials<br>Professional development |
| San Diego State University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The intern program is designed specifically to fill teaching positions in districts where there are not enough credentialed teachers to fill the needed positions. Students are required to meet the same standards as students in the traditional program. |

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| Institution | Training provided to prospective teachers | | | General education teachers receive training in providing instruction to | | | Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable | Describe your institution's most successful strategies in meeting the assurances: |
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| San Francisco State University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Interns are placed in separate cohorts in credential programs when possible because they have more experience than pre-service teachers with regard to working with special needs, low income and LEP students.<br>Most interns are employed teachers in urban schools with high needs students.<br>Several faculty in general education and special education co-teach courses to share and build upon their knowledge about teaching special needs and limited English proficient students.<br>Credential candidates are regularly placed in urban districts in classrooms with LEP, special needs and low income students.<br>Faculty in all departments undertake research (funded and unfunded), community-based training or dissemination projects and/or participate on advisory boards in the largest local urban school districts; the districts' needs are well-known and faculty infuse them into credential candidate curricula. |
| San Jose State University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Candidates in the Single and Multiple Subject programs take coursework in Special Education, taught by our Special Education Faculty. In the Single Subject program 98% of candidates spend one or both semesters of student teaching in schools characterized by economic, linguistic and/or racial ethnic diversity partnerships in high need districts. |
| Santa Clara University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | n/a |

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| Institution | Training provided to prospective teachers | | | General education teachers receive training in providing instruction to | | | Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable | Describe your institution's most successful strategies in meeting the assurances: |
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| Sonoma State University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Elementary/Multiple Subjects: The program addresses the needs of all students. Special populations of students and their needs are addressed throughout the program. Specifically, the needs of limited English proficient students are met through the course EDMS 411: Teaching Second Language Learners and in EDMS 470: Multicultural Pedagogy. In addition, EDMS 463: Reading for Young Students and EDMS 464: Teaching Reading to the Older and Struggling Students, include strategies for limited English proficient students. In the field component of the program student populations reflect the growing need for teaching skills addressing the needs of children from low-income families. Courses and supervision are designed to meet the needs of students who qualify under special education guidelines, learners of English, or those who are low-income. The multiple subject field component is based on a strong collaborative model with mentor teachers and university supervisors addressing immediate and local school needs.  Second |

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| | responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends | is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom | Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects | children with disabilities | limited English proficient students | childrenn from low-income families | Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable | Describe your institution's most successful strategies in meeting the assurances: |
| St. Mary's College of California | Yes | Yes | No | Yes | Yes | Yes | Yes | Single Subject – in addition to PACT coursework, candidates are required to experience part of their student teaching placement in a Title 1 type of school. Education Specialists receive specific training in coursework which requires a fieldwork placement.<br>Multiple Subject – Coursework is provided concurrent with the first student teaching placement on teaching children with disabilities and children who are English learners. Coursework is provided concurrent with the second student teaching placement that focuses on teaching children from urban, rural and low-income families. All coursework and field placement support focuses on the needs of the learner, the school and on learning how to make appropriate instructional decisions, as does the PACT Teaching Performance Assessment (distributed among 5 courses). Finally, the second student teaching placement takes place in a low performing or hard-to-staff school in a classroom with at least 25% English learners. |
| Stanislaus County Office of Education | Yes | Yes | Yes | No | No | No | No | Network regularly with school district human resource directors.<br>Provide training for peer coaches to mentor interns.<br>Provide 160 hours of pre-service training to intern teachers prior to teaching.<br>Prepare intern teachers through coursework and practicum supervision to address core content standards.<br>The program does not prepare general education teachers. |

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| Touro University | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Modera |

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| University of California, Irvine | Yes | Yes | NA | Yes | Yes | Yes | Yes | 1. Training Related to District/School Needs We work closely with our local and regional school districts to assure that our teacher preparation programs are responding to their needs in terms of state standards, curriculum and student achievement goals. We have established an Advisory Council for our intern and student teaching programs that includes our school district partners who are district and school site administrators with responsibilities for certificated personnel, student teacher placement and professional development, as well as teacher association and community representatives. We meet regularly with this Council to ask for their input, to plan programs of mutual benefit, and for program improvement purposes. We also survey our alumni and their employers to assess candidate competence and program effectiveness and analyze and use data for ongoing program improvement. 2. Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from L |
| University of California, Los Angeles | Yes | Yes | NA | No | No | No | Yes | The program has partnered with LAUSD and Compton Unified. |

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| University of California, Riverside | Yes | Yes | Yes | Yes | Yes | Yes | Yes | All UCR teacher education candidates are required to complete coursework that covers multicultural education, language development and acquisition,and teaching the exceptional child.  Our candidates complete observation and teaching practicum experiences in public schools that have students from diverse backgrounds that include low socio-economic families, second language learners, English language learners, and those with special needs.  School site data is reviewed each year and administrators provide the School Accountability Report Cards as part of our review of local education agency trends. The program also utilizes aggregations of district administrators and teachers, and University personnel who engage in shared planning and decision-making regarding the program. |
| University of California, San Diego | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Partnerships with urban school districts; partnerships with professional development providers; intensive clinical practice in urban settings including large numbers of English learners; cohort approach for methods courses that include multiple-subject/education specialist candidates; clinical faculty who teach methods and supervise candidates are experienced K-12 teachers. All candidates complete PACT (Performance Assessment For California Teachers) which is aligned with California academic content standards as well as teaching performance expectations set by the state. |
| University of LaVerne | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The University of La Verne provides two courses to teacher education students instructing them on strategies and techniques to work with limited English proficient students. The RICA exam is required for all Multiple Subjects teacher credential candidates. |

Assurances - Alternative Route

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| University of Phoenix | Yes | Yes | NA | Yes | Yes | Yes | Yes | University of Phoenix's College of Education implements strategies at the program level, as well as at the course level, to successfully meet the assurances listed above. The College builds its programs on research conducted by its Academic Affairs staff and by campuses concerning state and national standards, current policies, and national/state/local trends, issues, and needs. College Academic Affairs staff are in continuous communication with state education officials, campus administrators, and faculty members to address the implications of policies, trends, and issues for new programs, or for revision of programs and courses. The College believes that it has professional accountability to its candidates and to the students whose lives they impact. Candidates learn from experienced practitioners who are knowledgeable about research, issues, and best practices in the field. In addition, the College is committed to preparing teachers for a diverse community of students. Candidates are supported in desi |
| University of Redlands | Yes | Yes | NA | Yes | Yes | Yes | Yes | Our SB2042 program integrates the above assurances throughout all courses. |

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| University of San Francisco | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Our program has always worked closely with local school districts to establish a rapport by discussing the needs for appropriate special education teachers in various types of classes and grade levels.  When we recruit new candidates, we learn about their backgrounds, prior experiences, and preferences for grade levels and types and levels of disabilities they wish to teach.  We then try to match candidates with the most appropriate jobs.  When interns are not meeting the expectations of the job, we provide extra support through supervision and one-on-one instruction in the schools or help move the interns to more appropriate positions. We provide over 162 hours of preservice training in the summer before interns take their first positions which includes subject matter instruction in reading, math, and science.  Included in this is over 40 hours of instruction on working with English Language Learners.  In addition they learn classroom management strategies, assessment techniques for identifying special ne |
| University of the Pacific | Yes | Yes | Yes | Yes | Yes | Yes | Yes | All candidates take courses in teaching English Language Learners, Teaching Exceptional Learners, and teaching in urban and rural settings.  Field experiences prior to student teaching or internship give first-hand experiences in classrooms and opportunities to experience the curriculum.  All special education candidates receive training in adapting core subjects in the curriculum for the general classroom. |

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| Whittier College | Yes | Yes | NA | Yes | Yes | Yes | Yes | Whittier College teacher candidates must complete coursework that is integrated with fieldwork experiences which address the above assurances and meet program standards identified by the California Commission on Teacher Credentialing. Some of our most successful strategies include: Whittier College teacher credentialing programs use local school districts and communities in the East Los Angeles County region for fieldwork placements.  These communities are culturally and linguistically diverse giving our candidates multiple opportunities to connect theory and practice. One definite strength of our program is having situated learning settings in communities that are ethnically, socio-economically, and linguistically diverse. A second successful strategy is to recruit students, faculty and staff that are representative of our rich cultural environment.  Future teachers take coursework with peers and from instructors who mirror the K-12 populations in local schools. |

**Provide the followig information about the approval or accreditation of your teacher preparation program.**

| Institution | Is your teacher preparation program currently approved or accredited? | State approved or accredited your program? | NCATE Accredited? | TEAC accredited? | Accredited by Other agency? | Please specify | Is your teacher preparation program currently under a designation as "low-performing" by state? |
|---|---|---|---|---|---|---|---|
| Alliant International University | Yes | Yes | | | Yes | WASC | No |
| Azusa Pacific University | Yes | Yes | Yes | | | | No |
| Brandman University | Yes | Yes | | | | | No |
| California Baptist University | Yes | Yes | | | | | No |
| California Lutheran University | Yes | Yes | Yes | | Yes | WASC | No |
| California State Polytechnic University, Pomona | Yes | Yes | | | Yes | California Commission on Teacher Credentialing | No |
| California State University, Bakersfield | Yes | Yes | Yes | | | | No |
| California State University, Channel Islands | Yes | Yes | | | | | No |
| California State University, Chico | Yes | Yes | Yes | | | | No |
| California State University, Dominguez Hills | Yes | Yes | Yes | | | | No |
| California State University, East Bay | Yes | Yes | Yes | | | | No |
| California State University, Fresno | Yes | | Yes | | | | No |
| California State University, Fullerton | Yes | Yes | Yes | | | | No |
| California State University, Long Beach | Yes | Yes | Yes | | | | No |
| California State University, Los Angeles | Yes | Yes | Yes | | | | No |
| California State University, Monterey Bay | Yes | Yes | Yes | | | | No |

Accreditation Status - Alternative Route

**Provide the followig information about the approval or accreditation of your teacher preparation program.**

| Institution | Is your teacher preparation program currently approved or accredited? | State approved or accredited your program? | NCATE Accredited? | TEAC accredited? | Accredited by Other agency? | Please specify | Is your teacher preparation program currently under a designation as "low-performing" by state? |
|---|---|---|---|---|---|---|---|
| California State University, Northridge | Yes | Yes | Yes | | | | No |
| California State University, Sacramento | Yes | Yes | | | | | No |
| California State University, San Bernardino | Yes | Yes | Yes | | | | No |
| California State University, San Marcos | Yes | Yes | Yes | | | | No |
| California State University, Stanislaus | Yes | Yes | Yes | | | | No |
| CalState TEACH | Yes | Yes | | | | | No |
| Chapman University | Yes | Yes | | | Yes | Teacher Education Accreditation Council (TEAC) in progress; results anticipated in June, 2011. | No |
| Claremont Graduate University | Yes | Yes | | | | | No |
| Concordia University | Yes | Yes | | | | | No |
| Dominican University of California | Yes | Yes | | | | | No |
| Fortune School of Education (Project Pipline) | Yes | Yes | | | Yes | California Commission on Teacher Credentialing | No |
| Fresno Pacific University | Yes | Yes | | | Yes | Western Association of Schools and Colleges | No |
| High Tech High Communities | Yes | Yes | | | | | No |
| Holy Names University | Yes | Yes | | | | | No |
| Humboldt State University | Yes | Yes | | | | | No |

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|---|---|---|---|---|---|---|---|
| IMPACT (San Joaquin County Office of Education) | Yes | Yes | | | | | No |
| La Sierra University | Yes | Yes | | | Yes | WASC | No |
| Los Angeles Unified School District | Yes | Yes | | | | | No |
| Loyola Marymount University | Yes | Yes | Yes | | | | No |
| Mount St. Mary's College | Yes | Yes | | | Yes | WASC | No |
| National Hispanic University | Yes | Yes | | | Yes | CCTC & WASC | No |
| National University | Yes | Yes | | | Yes | WASC | No |
| Notre Dame de Namur University | Yes | Yes | | | Yes | WASC | No |
| Oakland Unified School District | Yes | Yes | | | | | No |
| Orange County Office of Education | Yes | Yes | | | | | No |
| Pacific Oaks College | Yes | Yes | | | | | No |
| Patten University | Yes | Yes | | | Yes | CTC and WASC | No |
| Pepperdine University | Yes | Yes | | | Yes | WASC | No |
| Point Loma Nazarene University | Yes | Yes | | | | | No |
| San Diego City Unified School District | Yes | Yes | | | | | No |
| San Diego State University | Yes | Yes | Yes | | | | No |
| San Francisco State University | Yes | Yes | Yes | | Yes | WASC | No |

Accreditation Status - Alternative Route

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| Institution | Is your teacher preparation program currently approved or accredited? | State approved or accredited your program? | NCATE Accredited? | TEAC accredited? | Accredited by Other agency? | Please specify | Is your teacher preparation program currently under a designation as "low-performing" by state? |
|---|---|---|---|---|---|---|---|
| San Jose State University | Yes | Yes | Yes | | | | No |
| Santa Clara University | Yes | | | | Yes | WASC | No |
| Sonoma State University | Yes | | Yes | | | | No |
| St. Mary's College of California | Yes | Yes | | | Yes | WASC | No |
| Stanislaus County Office of Education | Yes | Yes | | | | | No |
| Touro University | Yes | Yes | | | | | No |
| University of California, Irvine | Yes | Yes | | | Yes | WASC | No |
| University of California, Los Angeles | Yes | Yes | | | | | No |
| University of California, Riverside | Yes | Yes | | | | | No |
| University of California, San Diego | Yes | Yes | | | | | No |
| University of LaVerne | Yes | Yes | | | | | No |
| University of Phoenix | Yes | Yes | | Yes | | | No |
| University of Redlands | Yes | Yes | | | | | No |
| University of San Francisco | Yes | Yes | | | | | No |
| University of the Pacific | Yes | Yes | Yes | | | | No |
| Whittier College | Yes | Yes | | | | | No |

| Institution | Does your program prepare teachers to | | | | Provide a description of how your program prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and timeline if any of the four elements listed above are to currently in place. |
|---|---|---|---|---|---|
| | integrate technology effectively into curricula and instruction | use technology effectively to collect date to improve teaching and learning | use technology effectively to manage data to improve teaching and learning | use technology effectively to analyze data to improve teaching and learning | |
| Alliant International University | Yes | Yes | Yes | Yes | Each teacher credential candidate is required to demonstrate proficiency in the integration of technology into the classroom prior to recommendation for an initial teaching credential. The university's course on Technology in the Curriculum has been designed to work in tandem with other courses in the Teacher Education program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts. Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom. To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the |
| Azusa Pacific University | Yes | Yes | Yes | Yes | Every class we offer has I.S.T.E. technology standards and technology elements fully integrated with signature assignments that address the California technology standards. Every syllabus reflects the technology signature assignments. All technology signature assignments are submitted online to TaskStream, and assessors are trained to score them. Additionally instructors are encouraged to fully incorporate and model best practices and professional development is provided regularly to support this expectation. Teacher candidates are expected to use all fields of technology as well as a variety of hardware and software. Special Education programs expect candidates to use the internet as a resource, online library, include video clips and power point presentations for assignments. Instructors utilize every source of technology for instructional presentations including digital projectors, iPads, iPods, digital learning (eCompanion and eCourse), video clips, power point presentations and pod casts. Guest |
| Brandman University | Yes | Yes | Yes | Yes | Candidates in the credential programs must take EDUU 551-Educational Applications of Computers. In this course candidates learn how to use technology to utilize interactive tools such as wikis, blogs, and threaded discussions. Candidates also learn how to integrate technology into lesson planning, develop multimedia presentations, and use databases and spreadsheets to gather and analyze data on student performance. Technology is also integrated into each of the core content courses of the credential programs. Additionally, each course in the credential program, other than student teaching, is currently taught in a blended format. Fifty percent of the class is taught face to face, and fifty percent of the class is taught online. So, the tools that are learned about in EDUU 551 are implemented and utilized in each of the courses leading up to the fieldwork. So, we not only teach about implementing technology effectively, we actually do implement the technology effectively throughout the program. |

Technology - Alternative Route

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| California Baptist University | Yes | Yes | Yes | Yes | Integrating Technology<br>Candidates are introduced to a variety of hardware and software technologies, all with the educational focus on classroom integration:<br>• Input devices (i.e., mouse, keyboard, graphic tablets)<br>• Processing devices (i.e., system unit, CPU, memory devices)<br>• Output devices (i.e., monitor, printer, speakers, projection devices)<br>• Storage devices (i.e., hard drives, optical drives)<br>• Mass storage devices<br>• Display devices<br>• Digital cameras<br>• Digital video cameras<br>• Visual presenters (document cameras)<br>• Smart classrooms<br>• Operating system software (i.e., Windows, Mac OS, Linux)<br>• Applications software (i.e., word processing, spreadsheets, database management, presentation software)<br>• Computer managed instructional software (e.g., grade keeping, database queries, productivity software, etc.)<br>• Computer assisted instructional software (e.g., assistive technology, electronic portfolios, etc.)<br>• Types of educational software (i.e., drill and |
| California Lutheran University | Yes | Yes | Yes | Yes | The use of technology as a teaching and as a management tool is integrated throughout the multiple and single subject coursework. Within the past few years, the majority of our candidates come to the program equipped with knowledge and ability to word process and use productivity tools such as Word, Excel, and PowerPoint. Candidates are required to upload all of their course assignments on electronic portfolios which requires a working knowledge of word-processing, cutting /pasting, uploading, and linking skills. The Graduate School of Education uses TaskStream, an electronic tool for signature assignments, Teacher Performance Assessments and field evaluations. This permits the department to collect meaningful data which can be aggregated and analyzed to support decision-making. During the orientation to methods coursework, Multiple and Single Subject candidates receive information as to the uploading of their assignments to TaskStream. In order to do so, all candidates must be at the basic level of |

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| California State Polytechnic University, Pomona | Yes | Yes | Yes | Yes | A prerequisite course in education technology prepares candidates with a common set of knowledge and skills to integrate the use of technology into teaching and learning. The course is designed to meet the ISTE standards in education technology with additional experiences in common tools used in the program. The experiences include collecting and analyzing student data, becoming familiar with data collection systems in the region, and using the technology draw generalization and specific recommendations for improving instruction. Additional course tools include the use of Task Stream, the candidate and program assessment software, SMART boards, videoconferencing tools including Skype, internet-based resources, as well as other teaching-specific tools found in our local school districts. All professional program courses have the appropriate use of technology embedded into the teaching of core concepts. Teacher candidates are expected to use technology as teaching and learning tool in their lesson planning an |
| California State University, Bakersfield | Yes | Yes | Yes | Yes | Students and instructor use LiveText as a tool to improve teaching and learning through ongoing assessment. This tool allows assignment submission, comments from instructors for revisions, and data management. Instructors and programs use the data on student learning outcomes collected through the tool for reviewing and assessing teaching and learning. Additionally, technology is integrated throughout the programs. Students use online discussions, research databases, video cameras for lesson recording and analysis, podcasts and vidcasts, presentation software, and more. Their assignments often require the incorporation of technologies ranging from WebQuests to podcasting. |
| California State University, Channel Islands | Yes | Yes | Yes | Yes | Faculty members model teaching with technology through the use of Blackboard (a course management system that requires students to post discussions and papers electronically), electronic whiteboards, and laptops on a cart. Each program has set goals for improving the technological competence of candidates. Teaching and learning with technology is incorporated throughout each program, however, the opportunities to practice in local schools varies greatly across the school districts with many low tech and some high tech. Our candidates complete a teacher performance assessment through which candidates must collect data, manage and analyze data about their teaching and use the data reflect on the improvements that are needed to improve their teaching and the learning of the students in the class. The teacher performance lesson plans, videotape of lessons, data analysis, and reflections are all deposited electronically. We also rely on our school partners to prepare teachers to manage data (classroom data) via th |
| California State University, Chico | Yes | Yes | Yes | Yes | Candidates develop their understanding of and abilities to apply technology and supplementary aids in instructional design for individuals with disabilities. Principles and practices of the use of technology in the classroom including distance communication; selecting appropriate hardware and software for assessment and data collection purposes; instructional strategies; the enhancement of critical thinking and problem solving skills; and assistive technology to meet the needs of students with disabilities. Technology for professional development is also emphasized. Universal Design for Learning (UDL) incorporates collaboration, technology, and dissemination of content and process. Our candidates are prepared to apply the principles of UDL that includes accessibility-related issues that interfere with student success. New and more accessible technologies and accommodations are presented in course content to assist all types of learning styles. Many university course websites are now developed with univ |

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| California State University, Dominguez Hills | Yes | Yes | Yes | Yes | Candidates are required to meet basic requirements for technology proficiency through coursework including TED 420 Computer Literacy for Teachers, TED 411 Classroom Management, and TED 400 Introduction to Classroom Teaching (Level I competencies).  In their methods coursework, they learn how to infuse technology into their lessons.  In addition, they learn where to find data on state, district, and school-level performance on standardized tests. They practice using assessments in Reading/Language Arts, and use results to plan lessons.  Candidates examine samples of district and school-level achievement data and incorporate these into signature assignments. In student teaching, they demonstrate their ability to integrate technology into their planning and instruction.<br>Candidates are also using complex technology as they complete their coursework.  Throughout the program, faculty and students use Blackboard as a method for communicating with candidates, posting and receiving assignments, and engaging students |
| California State University, East Bay | Yes | Yes | Yes | Yes | All candidates are required to complete a course in the use of technology in the classroom. Additionally, there is a state-mandated teaching performance assessment (TPA) which is integrated throughout the candidate's curricular program to assess the level that a candidate meets specific California teaching standards. The TPAs are submitted and monitored through the use of an online web portal for which all teaching credential candidates must hold a current subscription. All training and applicable materials are provided through the department. |
| California State University, Fresno | Yes | Yes | Yes | Yes | Teachers are prepared to integrate technology through required coursework as well as through modeling the effective use of technology by faculty and supervising teachers.<br>As part of the CSU's Center for Teacher Quality, data is annually gathered by surveying graduates and their employers one year after completion.  These data are reviewed by faculty and used to make continual improvements in programs. |
| California State University, Fullerton | Yes | Yes | Yes | Yes | All programs integrate at least the following:  (a) Powerpoint for instructor and student presentations; (b) Word for instructor and student documents; (c) Blackboard for all electronic communication and collaboration between the instructor and students; (d) Internet search and retrieval for research; (e) electronic citation machines; (f) electronic gradebook for assessment and assignments management; and (g) web-based student handbooks and lesson plan.<br>Department of Special Education<br>In specific courses, students evaluate reading software (SPED 433:  Language Arts/Reading Instruction in Public Schools), evaluate a piece of educational software and complete a website/software assignment where they examine modifications for English Learners and students with all types of disabilities (SPED 432:  Mathematics and Science Curriculum and Instruction in Elementary School), use a variety of interactive books and assistive technologies to teach emergent literacy to young children (SPED 436:  Literacy for Earl |

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| California State University, Long Beach | Yes | Yes | Yes | Yes | Candidates in the Education Specialist program are prepared to effectively use technology. All students take an instructional technology course as a prerequisite. Additionally, infused in several of our courses is the specific use of assistive technology for students with disabilities. In our assessment course as well as our methods course students are taught to use technology to collect, manage, and analyze data to improve teaching and learning. In the Single Subject program candidates take a co-requisite educational technology course in which they study in-depth how to use technology as a teaching and administrative tool, and how to bring issues of 21st century technology into the secondary classroom.  Applications and understanding of computer technology are integrated into all core courses through classroom learning activities, assignments and fieldwork experiences.  In many of the urban schools in our local area, computer equipment is not available to all children. The candidates, then, will have first |
| California State University, Los Angeles | Yes | Yes | Yes | Yes | The Charter College of Education (CCOE) asks all candidates entering the general and special education credential programs to verify a basic level of proficiency in technology.  Once in the credential programs, candidates complete required coursework in the use of technology for educational purposes.  Faculty model the use of technology for improving teaching and learning in their professional practices.  In general education credential programs, all students are required to take and pass 4 different performance assessments, California Teaching Performance Assessments (TPAs) that measure the application of their knowledge. Passage rates of the California TPAs are reviewed and analyzed for purposes of program improvement. Task Stream is used by students and faculty to upload student work samples and to track student progress.  Faculty also model the effective use of technology in online and hybrid course offerings, e.g., Skype, blogs, podcasts, online threaded discussions and chats, and other related technolo |
| California State University, Monterey Bay | Yes | Yes | Yes | Yes | See comments from Traditional Report. |
| California State University, Northridge | Yes | Yes | Yes | Yes | Faculty model the use of technology in every day instruction by using Moodle, Webct or Blackboard to post assignments, support structured on-line discussions, show videos, have live conferences through Elluminate and a variety of other applications.  The university and the MDECOE have significantly increased the push toward using technology for instruction over the past five years.  Most departments have "gone green" in that all syllabi, handouts or paperwork must be posted on line.  Several teacher education faculty provide professional development in technology to the university such as online professional development for all faculty and staff  and university-wide workshops on Elluminate. The Secondary Education department offers a masters in Educational Technology.  Many courses are provided either entirely on line or in hybrid form. Technology is also used in assessing all teacher preparation candidates through PACT (Performance Assessment for California Teachers) in which Task Stream is used for the subm |

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| California State University, Sacramento | Yes | Yes | Yes | Yes | All of the Sacramento State, College of Education credential candidates are required by state standards to learn how to effectively integrate technology in curriculum and instruction and to utilize it for purposes of data collection, management and analysis focused on improving teaching and learning.  This is accomplished in our programs through a required technology course and infusion of the knowledge and skills required throughout methodology courses and student teaching.  Our electronic portfolio tool, Taskstream, meets Universal Design guidelines, and UDL principles are taught and supported in other courses.  Our belief is that technology should assist educators in "redesigning" their curriculum to meet student learning needs. |
| California State University, San Bernardino | Yes | Yes | Yes | Yes | All candidates must complete a Technology proficiency pre-requisite. Technology is infused throughout all curriculum and coursework. |
| California State University, San Marcos | Yes | Yes | Yes | Yes | All candidates complete a prerequisite course in technology and technology applications for public schools and classrooms.  The integration of technology is infused throughout the program and is a focus of observations in clinical practice.  In addition to the California Teacher Performance Expectations standards, our programs include a standard for Technology in Teaching and Learning. |
| California State University, Stanislaus | Yes | Yes | Yes | Yes | The program introduces candidates to current technology applications that address student learning. Candidates demonstrate understanding via projects and lessons in which technology promotes understanding of concepts. Various web-based and other technologies such as student response systems are used to collect data regarding teaching and learning. Principles of universal design are required in all lessons planned by our credential candidates. Candidates use Taskstream to manage data and progress, modeling how similar technology can be used in the K-12 environment. |
| CalState TEACH | Yes | Yes | Yes | Yes | Technology Best Practice<br>The online component of the CalStateTEACH curriculum develops the technological proficiency of candidates through a combination of face-to-face instruction, print and electronic instructional materials, practical applications, and extensive engagement with an online learning environment. Use of a wide variety of computer hardware and software is integral to the program and required for success.<br>Interaction using email and collaborative tools including threaded discussions is fundamental within the CalStateTEACH program. Candidates are provided face-to-face training in these skills during a one-day orientation conducted prior to beginning the program. Proficiency is developed through the continued use of email for communication and collaboration with peers and faculty, and through electronic submission of assignments. Academic feedback is also provided electronically. In addition to email communication, candidates participate in structured and unstructured threaded-discussio |

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| Chapman University | Yes | Yes | Yes | Yes | The educational application of technology is a theme integrated throughout credential courses. There is also a specially designed course which provides an overview of the range of educational application of technology including computer literacy, adaptive technology, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, and schools of the future. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies. |
| Claremont Graduate University | Yes | Yes | Yes | Yes | Our candidates are prepared to integrate technology into their curricula and instruction in a variety of ways. All are introduced to the notion of utilizing technology in their lesson planning during the first phase of the program (i.e., the Pre-Internship Phase). For example, for the multiple subject and education specialist candidates in EDUC 343 the candidates are introduced to Kidspiration, ComicLife and iMovie and are asked to create standards-based curricular units that utilize these programs. All candidates are also working under the tutelage of their Master Teachers in a Pre-Internship Teaching Experience and in this intimate context being trained in the effective use of technology.<br>During the Fall, candidates work with their Faculty Advisers (their field supervisors who also teach their classes at CGU) to look at school-specific e-programs for grade recording and address the use of technology in their specific classrooms. In the Spring [in EDUC 330: Innovative Technology for the Elementary C |
| Concordia University | Yes | Yes | Yes | Yes | |
| Dominican University of California | Yes | Yes | Yes | Yes | All four elements are in place. Technology is integrated into all of the Education classes, specifically with the Multiple and Single Subject credential programs. Students must take and pass a specific Technology course. That course requires learning and practice with specific programs that are used in K-12 Schools. Additionally, all of the Professional Education courses utilize technology and this is described in each course syllabus. Students must use databases for research, the electronic blackboard to communicate with instructors and classmates and students present their work electronically in classes. When candidates are formally assessed with the California Teaching Performance Assessment (TPA) they access and respond to that assessment on-line. The data from those Assessments is analyzed and used for program revision and improvement. |
| Fortune School of Education (Project Pipline) | Yes | Yes | Yes | Yes | ED 309: Technology in the Classroom (30hours) is a course that Single Subject interns take in Year 2, and Education Specialists take in Year 3. This course is an introduction to teaching using technology and the applications of technology which will assist in effective learning within the school environment. Interns experience instructional applications on the computer and learn about a variety of educational software.<br>In addition, different uses for technology have been implemented in our pedagogy for the Pre-Service classes. |

Technology - Alternative Route

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| Fresno Pacific University | Yes | Yes | Yes | Yes | 1.The program prepares teachers to integrate technology effectively into curricula and instruction by requiring candidates to take EDUC 644,Teaching with Technology. In this course candidates learn the basics of using technology; using technology to support instruction; integrating new technology into classroom practice. The program prepares teachers to meet the principles of universal design for learning by teaching candidates to provide flexibility in the ways information is presented to students, in the ways students respond or demonstrate their knowledge and skills, and in the ways students are engaged in instruction and learning. In addition, Universal Design helps candidates reduce barriers in their instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are English learners. |
| High Tech High Communities | Yes | Yes | Yes | Yes | The HTH Intern program requires candidates to attend and pass two technology courses during the two year program.  Each Intern designs and manages a digital portfolio which can be viewed at hightechhigh.org.  HTH uses Powerschool to collect and analyze student test scores, grades, pass rates. Universal Design is introduced and explored with Education Specialist and our general education teachers in each of the courses required.  It is measured in the Teaching Performance Assessment. |
| Holy Names University | Yes | Yes | Yes | Yes | In all coursework, instructors model the use of technology in curriculum and instruction. A variety of assignments are completed throughout the programs.  Some examples are:  In Curriculum and Instruction courses, such as EDUC 331 candidates learn to use spreadsheets as tools for teaching mathematical concepts such as probability and descriptive statistics. In EDUC 333, candidates learn how to use spreadsheets to record and analyze data from experiments, and help their students to do the same. Candidates integrate computer technology in lesson plan design in EDUC 334.  Computer-based strategies which enhance the writing process for students are introduced in EDUC 336.<br> Productivity and presentation tools are used throughout the program.  Internet resources are used to help develop and complete a project describing a culture other than the candidate's own culture in EDUC 103.  In EDUC 332, candidates use appropriate websites in EDUC 102A for information for parents and educators who are involved with student |
| Humboldt State University | Yes | Yes | Yes | Yes | Candidates in the credential program are assessed for entry level computer skills.  Candidates are required to verify entry level skills by either passing a computer competency test or completing a computer course that includes basic computer skills. The program entry level skills include the following:  Each candidate demonstrates knowledge of current basic computer hardware and software terminology; demonstrates competency in the operation and care of computer related hardware (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shutdown sequences, scanning for viruses, and formatting storage media); implements basic troubleshooting techniques for computer systems and related peripheral devices (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems) before accessing the appropriate avenue of technical support; demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of comput |

Technology - Alternative Route

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| IMPACT (San Joaquin County Office of Education) | Yes | Yes | Yes | Yes | Two technology courses are required in addition to instructors integrating technology throughout non-technology courses. |
| La Sierra University | Yes | Yes | Yes | Yes | In teacher education methods classes candidates are required to demonstrate dynamic use of technology as a tool for instructional delivery and assessment. Textbooks for methods coursework are preferred choices when they include methodologies that incorporate technology. Additionally, during the candidates' field placements and formal student teaching, candidates engage K-12 students in interactive learning experiences. Candidates must show ability to effectively use technology when responding to the Teaching Performance Assessment. Several teacher education courses require candidates to use an online program for designing lessons. This model is recognized for its alignment with brain-friendly cognitive processing and with learning theory. |
| Los Angeles Unified School District | Yes | Yes | Yes | Yes | The District Intern Program prepares teachers to utilize technology effectively by integrating technology requirements within nearly every course throughout the program. Competency in utilizing technology is a common strand throughout each of the courses by learning how to assess the authenticity, reliability and bias of data gathered. Teachers are then able to determine how to utilize gathered data to drive classroom instruction. Finally, teachers learn to consider content to be taught and best learned by their students to support, manage and enhance student learning. |
| Loyola Marymount University | Yes | Yes | Yes | Yes | Professional development continues to be provided to all teacher education faculty related to Response to Intervention (RTI) and monitoring of student achievement utilizing Aimsweb(a benchmark and progress monitoring system based on direct, frequent and continuous student assessment). The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention. We will pilot a new lesson plan based on Universal Design for Learners which will be used for all candidates. |
| Mount St. Mary's College | Yes | Yes | Yes | Yes | Our programs prepare candidates to integrate technology effectively into their curriculum through modeling, practice, and exploration. Instructors in most courses utilize a computer-based classroom management system (Angel) that allows students to log in from campus or beyond to view syllabi, course assignments, and grades. In addition, instructors model the use of this system to candidates. Candidates are given opportunities for practice through multiple course assignments that integrate multi-media technology into the learning process. Candidates have occasions to view and create PowerPoint presentations, participate in online discussions, and use large data bases to learn about school demographics and test scores. Candidates are also given opportunities to explore additional technology uses in their school placements. |

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| National Hispanic University | Yes | No | No | No | Students develop a lesson plan integrating the use of technology.  Students complete 60 hours of required coursework. The items mentioned with a "no" just need more in-depth coverage as the course discusses data & analysis. |
| National University | Yes | Yes | Yes | Yes | All our courses (except for student teaching) are taught utilizing our updated premier version of the course.  Even when the course is taught onsite, our instructors use an eCompanion Supplement to present narrated lectures, video clips, Audio Visual Kinethetics instructional activities, and a host of websites as important information or additional resources.  Instructors in many of our online classes also use synchronous activities, which encourages real time feedback and discussions with candidates.  All our programs have a required educational technology course, which teaches and requires that candidates use the most up-to-date technologies in their own instruction. All our Course Leads are required to collaborate with the Program Lead to prepare a Program Annual Review, which is done in the Accountability Management System of TaskStream.  The template for PARs include listing the Program Learning Outcomes (PLOs), creating a Curriculum Map, Multi-Year Plan, and Assessment Plan.  By the beginning of August |
| Notre Dame de Namur University | Yes | Yes | Yes | Yes | TaskStream training incorpoaated into PACT. Will be incorporated into SPED fall 2011 |
| Oakland Unified School District | Yes | Yes | Yes | Yes | Throughout pre-service training and school year seminars, participants must demonstrate technological literacy. All participants regularly use a web-based tracking system called Certification Track. In Certification Track, participants view assignments, track their own tuition payments and attendance, and access and read required documents from the program. Seminar Leaders (SLs) use and model collaborative technology-based tools with their participants.  In seminar sessions, SLs regularly highlight ways technology may be used to enhance curriculum. This may include modeling appropriate uses of technology (e.g., use of a PowerPoint presentation, projectors, graphing calculators, Excel spreadsheets, online collaboration tools, etc.) to specifically demonstrate how technology can support and boost student learning. Seminar Leaders are charged with connecting technology to best practices in the classroom, particularly its uses in creating standards-based lessons and units, using High Impact Teaching Strategies |

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| Orange County Office of Education | Yes | Yes | Yes | Yes | 1.Review technologies that improve the quality of life of individuals with disabilities. 2.Analyze and reflect on best practices and research findings about the use of various technologies and design lessons accordingly. 3.Compile or locate a site/district directory of collaborative technology professionals available at his/her school site, within their district, and throughout the community as well as listing of local agencies available to both the instructional staff and the family. 4.Recognize and assess the relationship between various technologies and academic subject mastery. 5.Identify which technologies are appropriate for certain disabilities. 6.Adapt teaching tools for learning input and output: visual and auditory. 7.Demonstrate how to assess and select compatible software. 8.Use research and theory to set up a classroom technology program for his/her students. 9.Demonstrate an understanding of how to use age-appropriate technologies for augmentative and alternative |
| Pacific Oaks College | Yes | No | No | No | Although our programs prepare teachers to collect data as part of improving their teaching practice, the program does not specifically facilitate the use of technology as a means of data collection. The data is both qualitative and quantitative, and is usually "reported" through assignments qualitatively, through narrative. |
| Patten University | Yes | Yes | Yes | Yes | Pre-requisite Basic Computer skills required. Level I embedded in Credential program as part of State SB 2042 program requirements. Level II required during Induction Program in preparation for Professional Clear Credential. |
| Pepperdine University | Yes | Yes | Yes | Yes | Teachers learn to integrate technology into curricula and and instruction through their coursework. They also use technology to complete their Performance Assessment for California Teachers assignment which is an exercise in meeting all of these goals. Teachers video themselves teaching students and examine the video to analyze students outcomes and teaching quality. |
| Point Loma Nazarene University | Yes | Yes | Yes | Yes | Throughout credentialing coursework, candidates are required to use technology as a tool for instruction.  In the assessment course (EDU 603), candidates use technology to collect data and analyze results to improve instruction.  All candidates examine grading and course management software in the subject specific methods courses.  During clinical practice, candidates are required to use presentation software to deliver instruction.  Finally, all candidates experience course management software as students themselves throughout the program. |

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| San Diego City Unified School District | Yes | Yes | Yes | Yes | To support the Teacher Credentialing Technology Standards, the General Education Teacher Intern Programs (GETIP) addresses the General Knowledge and Skills (GKS) and Specific Knowledge and Skills (SKS) standards through the Level I technology course, MS/SS111 Teaching and Learning with Technology, and MS207/SS206 Using Technology in the Classroom. These courses provide candidates with a two year development of professional and personal technology competency that is aligned with the California Technology Standards for the Teaching Profession. Technology is embedded throughout the entire Professional Development Plan. Candidates are further expected to implement technology in their classrooms. Candidates with high level technology skills and proficiency may challenge the course. In addition, candidates having met the technology at a university are exempt from taking the Level I technology class. As candidates complete activities and projects assigned during coursework, they are required to use technology as |
| San Diego State University | Yes | Yes | Yes | Yes | All teaching credential candidates are required to take an Educational Technology course. This course introduces teachers to the possibilities and potentials of computer technology for education. The goal of this course is for pre-service teachers to begin to use a wide variety of computer-based technology for both professional and instructional use. Technology is also integrated into most courses throughout the program. |
| San Francisco State University | Yes | Yes | Yes | Yes | Technology 1. Instruction in uses of educational technology to support student learning and assessment and to manage data to improve teaching and learning is infused throughout the methods courses in all credential areas. In addition, credential candidates must complete a one-unit stand alone course, ITEC 601 (or equivalent), to meet the Level One technology requirement to earn a preliminary credential. 2. Faculty and credential candidates in all courses use iLearn (https://ilearn.sfsu.edu), a Learning Management System (LMS)that SF State has adopted to enhance online student learning and collaboration. Whether an instructor uses iLearn to merely supplement a course or teach an entire class online, instructors may customize their use of iLearn features by mixing and matching technology that best fits the course objectives and student needs. Using this LMS becomes a model for candidates to use in K-12 schools. Instructors may use iLearn to enhance teaching and learning in the following ways: |

Technology - Alternative Route

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| San Jose State University | Yes | Yes | Yes | Yes | Students in the Credential program must fulfill basic technology requirements either through coursework or our technology exam as a prerequisite to entering our program.  These prerequisite requirements verify each candidates proficiency in the use and trouble shooting of technologies, tools and resources commonly found in educational settings.  These technologies, tools and resources include, but are not limited to, computers, LCD projectors, email, Internet websites, and common software (word processing and spread sheets).<br>Once they have begun the credential program, they get additional instruction and assessment embedded in their methods course, foundations courses, and field experience.  In the more applied setting, candidates learn to use technology, tools and resources meaningfully in classroom settings.  They learn to:<br>•use video equipment and editing software<br>•search for, critique and integrate online resources like online video demonstrations, digital archives, lesson plans, and educational we |
| Santa Clara University | Yes | Yes | Yes | Yes | Our teacher education programs emphasize three different ways in which teachers integrate technology into their practices: by teaching academic content to students using technology as an instructional tool; by creating activities and experiences in which students use appropriate technologies in meaningful ways to reach standards-based curriculum goals; and by using technology to document student learning, to collect, manage, and analyze student achievement data, and to represent student achievement in ways that facilitate the use of data to improve instruction. All teacher education course instructors strive to model the effective use of a variety of familiar technologies (such as digital cameras, smart phones, iPads/tablets, cell phones or mp3 players with voice recording capabilities, text messaging, and social networking) and basic software commonly found in K-12 classrooms (such as Excel, PowerPoint, and Microsoft Word) in our own teaching.  We also give our teacher candidates a range of opportunities to |
| Sonoma State University | Yes | Yes | Yes | Yes | Elementary/Multiple Subjects: Technology is integrated into courses where appropriate for instruction. The use of web-based, video clips, software, and graphic organizer tools are a few of the teaching strategies taught and modeled in the program. For mid and final semester evaluations of candidates, web survey tools are used to help collect and aggregate data. The platform LiveText is used for portfolio assessment of candidates at the mid and final point in the program, which includes candidates' submissions of coursework and rationales for instruction. The mandated PACT (Teaching Event) is also submitted and assessed by all final-semester candidates via LiveText. These LiveText submissions and the related evaluations become the source for department analysis for program improvement. Secondary/Single Subject: Faculty in the program model the use of technology via the use of WEB CT. The University is transitioning to Moodle in 2011. This will significantly enhance faculty's ability to use technology in their |

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| St. Mary's College of California | Yes | Yes | Yes | Yes | Candidates in the Single Subject and Multiple Subject Credential Programs use the PACT TPA which incorporates all of the descriptions above in addition to specific coursework required in the program. http://www.pacttpa.org/_main/hub.php?pageName=Home Candidates in the Education Specialist Credential Program are required to take as part of their coursework an Information Literacy and Technology course and an Instructional Strategies course which gives opportunities for effective practice. Both pieces are integrated to writing effective and relevant IEP goals and objectives. Candidates in the Multiple Subject Credential Program take the course MSTE 223 Technology in the Classroom, which was designed specifically to include all four elements listed above. In addition, the use of technology is integrated into all other courses; for example, candidates create a class Wiki for children's literature in MSTE 253 Reading and Language Arts I; candidates create a multimedia project for MSTE 345 Curriculum & Instr |
| Stanislaus County Office of Education | Yes | Yes | Yes | Yes | Intern teachers take one technology class (SEI 752/852 Educational and Assistive Technology) during the second year of their two year program. Interns learn how technology can be used to enhance instruction and promote personal productivity. Privacy, copyright, safety and acceptable use policies are covered throughout the course. Interns also learn how to utilize technology to collect and analyze data to improve instruction. Universal Design principals and the use of high and low assistive technology equipment and materials are reinforced throughout the course. |
| Touro University | Yes | Yes | Yes | Yes | Touro University-California's College of Education provides opportunities for candidates to learn and use appropriate computer-based technology. Candidates enter the program with a wide range of technology skills, and they develop those skills throughout the program. The use of technology is one aspect of instructional design embedded in every course and every school-based learning experience. Each course includes an online Blackboard component, and candidates post all Key Assignments on TaskStream for instructor comments and assessment. Each candidate shows competency in the thirteen TPEs through an online Teaching Portfolio, collected on TaskStream. Each candidate who is recommended for a preliminary teaching credential has a basic understanding of technological proficiency and an understanding that continuation of skill development in this area is fundamental to professional development. TEACHING & LEARNING WITH TECHNOLOGY Candidates use appropriate technology to facilitate the teaching and learni |

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| University of California, Irvine | Yes | Yes | Yes | Yes | SS Candidates<br>Instruction and practice in technology is integrated across coursework and field experiences. All SS Candidates take ED334 Literacy and Technology in the Secondary Classroom that is designed to "teach strategies for incorporating, tools for evaluating and selecting, learning theories for understanding" how technology can be utilized in secondary classrooms. Course work in each of the SS methods courses includes instruction and practice in using technology in the core subject: English, mathematics, music, science, social science and world languages. Candidates learn how to use technology in the classroom for instruction, class management, assessment and reflection on practice with the ultimate goal of increasing student achievement. In addition, candidates learn principles of universal design in a foundational course that is linked to field-based experiences: ED305/315 Learning to Learn from Teaching in Secondary schools. In addition, candidates learn to apply these principles in two cou |
| University of California, Los Angeles | Yes | Yes | Yes | No | |
| University of California, Riverside | Yes | Yes | Yes | Yes | |
| University of California, San Diego | Yes | Yes | Yes | Yes | The EDS program is cohort-based. The MS cohort includes approximately 44 candidates annually in a combined credential-M.Ed program as well as 6 candidates in a two-year MA program. These MA students receive both MS and Special Education credentials (Education Specialist: Deaf/Hard of Hearing). The SS cohort includes approximately 40 candidates annually across three SS areas: Math, Science and English/Language arts.<br>All MS/SS candidates take a required course at the beginning of their program entitled "Technology, Teaching and Learning" (EDS 203). In this course, they learn to integrate technology effectively into curricula and instruction. This course reviews current literature on effective applications of technology in the classroom. Students become fluent in the use of productivity tools, presentation software, and Web development for teaching and learning; critique software relevant to their area of teaching; and develop an educational activity based on their review of the literature that harnesses the |

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| University of LaVerne | Yes | Yes | Yes | Yes | The teacher education program integrates technology into teaching practice through communication and learning activities that serve curriculum objective and educational goals, to enhance learning for the target students. These goals are to facilitate more effective teaching strategies in ways that interest, excite, and challenge students to contemplate and evaluate effective teaching practices and understand technologies that can benefit content delivery.  Areas of training content include the use of interactive whiteboards, participatory student response systems, mobile learning tools, media-rich learning resources, collaborative tools (wikis, blogs, etc.), web site creation, electronic rubric creation, electronic teaching portfolios, data aggregation and syndication, etc.  Students are required to design computer-enhanced instruction that motivates and engages students from diverse backgrounds in the active construction and / or evaluation of new knowledge, and foster the building of habits and attitudes th |
| University of Phoenix | Yes | Yes | Yes | Yes | The use of technology is integrated throughout our curricula and instruction in University of Phoenix teacher education programs. Some of the resources that are located on the online course materials page include the College of Education Web Links, an electronic-portfolio system (TaskStream), and the Virtual School Portal. Through the College of Education Web Links, students are introduced to a variety of online resources and Web 2.0 tools that can be used for course assignments and for instruction in their own classrooms. Students use the TaskStream e-portfolio to upload completed benchmark assignments. Faculty members score the posted assignments using assignment rubrics and provide feedback to the students in order to improve their academic work. The Virtual School Portal is a virtual school environment that provides a look at possible situations that may be encountered in schools. The Virtual School is incorporated into course work and assignments. For example, one resource it contains is continually chan |
| University of Redlands | Yes | Yes | Yes | Yes | Technology is integrated in all courses.  Current use of Taskstream for all lesson design planning includes principles of universal design for learning. |
| University of San Francisco | Yes | Yes | Yes | Yes | The special education program integrates training on technology for teacher use, student use, and assistive technologies.  Interns receive instruction on use of audio/visual equipment such as wireless microphones, video cameras, and editing software.  They create video projects, use presentation software, and classroom presentation devices.  Interns learn to use concept mapping software, build websites that provide limited access to selected Internet sites for their students, use online freeware for students to practice new skills, learn how to determine appropriateness of web resources, learn how to create lesson plans and curriculum units using available technologies, develop assessments, and build student activities and web quests using web-based tools.  They learn to use formal assessment software for determining students' academic levels and curriculum based measurements for formative assessments.  They also receive direct instruction on the appropriate uses for assistive technologies such as specialized |

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| University of the Pacific | Yes | Yes | Yes | Yes | Candidates teach a micro lesson, include special topics in an educational technology presentation, and develop a "webquest." The lesson and "webquest" must be developed by using California content standards. Candidates understand English language development strategies and talk about using them to teach technology in a discussion board. Candidates also include uses of technology to assist students with exceptional needs. Candidates use EXCEL to teach a lesson. Candidates are given opportunities to use a smartboard and clickers in a demonstration room in the Center for Teaching and Learning.<br>During internship, candidates use information technology systems in one public school for managing and analyzing data such as STAR testing, benchmark assessments, and content specific data management systems. |
| Whittier College | Yes | Yes | Yes | Yes | The Whittier College Teacher Education Program prepares teachers to integrate technology effectively into curriculum and instruction by:<br>(1) Requiring reading "best practices" for instructional technology use and reading on research on evaluation of technology use in courses throughout the program.<br>(2) Including assignments that requires students to review and evaluate various software packages and Net resources in both foundations courses and curriculum and methods courses;<br>(3) Requiring students to include uses of technology in the teaching plans that they design for assignments in foundations and for curriculum and methods courses, and by providing and providing feedback on the instructional and curricular uses of technology in their plans.<br>(4) Modeling the effective integration of technology into curriculum and instruction throughout courses in the teacher education program. For example, students work with course management systems in nearly every course; they student and learn course content using |

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| Alliant International University | Yes | Yes | Yes | Instruction for students with special needs and English language learners is embedded in the coursework, including the weekly seminars during field placement. Candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. The seminar series includes two additional workshops per semester. These workshops integrate general and special education candidates together in shared sessions on targeted topics, fostering collaboration between the candidates. Additionally, the CalTPAs target these areas.<br>Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and recommendations. | Yes | Yes | Yes | Special education training brings together the candidate, his university and district field supervisors, university resources, and representatives of the partnering local district's Office of Special Education in a monthly seminar to implement the special education candidate's official Professional Development Plan. The Plan address the candidate's need to excel as a practitioner, assure an informed and reflective integration of theory, best practices, and the education specialist's practice in the classroom, and assess his practice in the achievement of his students. The candidate is asked to reflect on, analyze, and develop his own informed and assessed "best practice," shown through a summative Professional Portfolio. Specific coursework also focuses on planning, modifications and delivery, using IEP-driven assessments for identification and assessment of progress. Specific seminars target assessments of English Language learners and teaching strategies that are successful for ELL students with speci |

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| Azusa Pacific University | Yes | Yes | Yes | We have fully integrated strategies and methods for meeting the needs of special needs students in the general education classes.  Response to Intervention is covered along with the whole IEP process.  Specific assignments are designed to measure students' skills and competencies in these areas, and they are submitted and scored online on TaskStream. The Teacher Education Program initiated a parallel curriculum to enhance instruction on effective strategies to teach children who are culturally, intellectuality and linguistically diverse.  The curriculum was entitled the Concentrated Instructional Modules project (CIMs) and is outlined below: Teacher Education Program Course and Concentrated Instruction Module (CIM) alignment. Multiple Subject   Single Subject     CIM TEP 505/506      TEP 507/508   CIM  #1 The Basics of Special Education TEP 515/516      TEP 517/518   CIM  #2 Who is the Student with Special Needs TEP 555/556      TEP 557/558   CIM #3 Differentiated Instruction TEP 525/526 | Yes | Yes | Yes | All of the courses in the special education specialist program are updated and aligned to the CTC standards and the programs were approved by the state. Each candidate in the program has access to an advisor and university mentor throughout the credential program. The scope and sequence of the program includes how to develop, implement and participate in an IEP in each of the four modules. In addition, the special education department ensures program effectiveness through the collection of data and examination of all courses through the use of an evaluation survey, comprehensive exam, signature assignments, as well as external feedback from employers and supervisors. The data collected informs program improvement planning. |

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| Brandman University | Yes | Yes | Yes | In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results. | Yes | Yes | Yes | In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results. |

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| California Baptist University | Yes | Yes | Yes | Instruction for candidates to teach students with disabilities in described the following examples: •Students read in the EDU 505/512 textbooks about adaptations/modifications/ accommodations for students with disabilities •Students search the internet for SDAIE, RTI, such as http://www.ncsall.net/?id=325 • And National Dissemination Center for Children with Disabilities www.nichcy.org •Numerous articles on Accommodations are posted on BB for EDU 505/and some in EDU 512 for nearly every disability. •EDU 505/512: All lesson plans require the completion of a matrix that describes three focus students. Including EL, Instructional Challenged (ADD, ADHD,) and Advanced student. For each focus student three adaptations with three rationales are required. •In EDU 512 a textbook with 40 RTI strategies is required. •Fieldwork Activities in EDU 300 and 302 require observation in Special Education Classrooms •In EDU 302: Growth, Development and Learning, students read and complete learning activi | Yes | Yes | Yes | Southern California has a high percentage of students who are LEP in the public schools where CBU candidates complete their fieldwork and practice teaching. All students are taught to use informal classroom assessment, analyze results, and use results to plan standards-based instruction for LEP students. Additionally, every candidate is required to complete a three-credit course on teaching students with IEPS in general education (EDU 341-541 Exceptional Children). Professional methods courses require planning instruction for target students before and during student teaching. Each methods course requires 10-20 hours of fieldwork in a public school classroom prior to student teaching with attention to the needs of students with LEP and those with IEPs. Mild/Moderate Disabilities candidates complete a four-credit clinical practicum in which they assess and plan instruction for students, then implement the tutorial instruction twice a week for 12 weeks. They write functional behavior plans, plan inservice train |

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| California Lutheran University | Yes | Yes | Yes | In addition to successfully passing all coursework and completing the field work requirement as interns, general education candidates in the CLU Multiple (elementary) and Single Subject (secondary) alternative credential programs are required to pass a four-part state Teacher Performance Assessment (TPA) with a score of (3) or higher on a scale of (1) to (4).  The TPAs include a focus on English Language Learners and Special Education students in the areas of the design, delivery, and assessment of instruction. Assessments are blind-scored by outside properly trained and calibrated evaluators. General education teacher candidates learn about major categories of disabilities through specific coursework and fieldwork. They acquire knowledge of basic definitions, etiologies, behavioral characteristics, and educational needs of major exceptionalities including: mental retardation, giftedness, orthopedic and other health impairments, visual impairment, deafness and hard of hearing, communication handicaps, emoti | Yes | Yes | Yes | Education Specialist Credential candidates take state-approved courses, enriched to addressing issues of diversity including disabilities. Courses provide in-depth knowledge of linguistic abilities and differences in learning styles, including assessment and instructional strategies. The impact of cultural, linguistic, and socioeconomic diversity on opportunity to learn, assessment procedures, curriculum and instruction, and multiple perspectives of disability are addressed. Specialty courses address these issues specific related to the Mild to Moderate and Moderate to Severe credential specialty areas. The course structure of each of the teaching credential specialties indicates the interrelatedness of assessment and instruction. The approach in courses for assessment, curriculum and instruction integrate these items within the same courses. Students learn that assessment results shape instructional decisions, curriculum selections, and modifications of approaches to learning. Candidates also develop Ind |

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| California State Polytechnic University, Pomona | Yes | Yes | Yes | Teacher candidates in the Multiple and Single Subjects credential programs are required to take TED 551 (Special Populations) as part of their preliminary credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings.  Throughout the programs, teacher candidates are required to present modification in instruction for various types of students with disabilities much in the same way a teacher would do as a general education teacher. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedu | Yes | Yes | Yes | All candidates are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on strategies for teaching reading to K-12 students (including English learners). Teacher candidates in the Education Specialist credential programs are required to take TED 551 (Special Populations) as part of their Level I credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided |

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| California State University, Bakersfield | Yes | Yes | Yes | All CSUB teacher credential candidates pursuing multiple or single subject credentials are required to successfully complete EDSP 301 (Teacher Exceptional Diverse Learners in Inclusive Settings).  This course is designated to allow general education credential candidates to identify and differentiate the characteristics, needs and educational implications for instructing exceptional learners across the 13 categories of special education in the general in the general education classroom.  The teacher credential candidates are also presented with the skills and abilities needed by general educators for working with special educators and other school professionals in serving this population.  Through lecture/discussion, readings, field experiences and instructional media,the course focuses on contemporary evidenced-based practices and methods for meeting the needs of students who are judged to be high-, average and low achieving and culturally and linguistically diverse (CLD) learners, as well as students wi | Yes | Yes | Yes | Candidates in the Education Specialist Credential Program engage in multiple classes which provide overlapped reinforcement and continuity in skills and strategies to address each of the key areas.  Candidates are required to take a special education overview class which reviews categorical disabilities, laws and litigation pertaining to students with disabilities, as well as possible curricular accommodations and modifications.  The course also reviews responsibilities of general and special educators pertinent to Individual Education Plan (IEP) development.  This information is disseminated through course readings, lectures, guest speakers, and video presentations.  Furthermore, all credential candidates are required to take a course which fully addresses the multi-disciplinary team and their role in IEP development as well as another course that addresses IEP construction and the appropriate way to share this information with IEP team members.  Additionally, all candidates take two courses which specifical |

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| California State University, Channel Islands | Yes | Yes | Yes | For students with disabilities our candidates all take a prerequisite course in special education that describes each type of disability, strategies for teaching and environmental modifications, IEP components and process, and RTI process. In the Single Subject (secondary education) program candidates also take a course specifically designed to address the teaching adaptations, modifications and IEP requirements associated with middle and high school students.  For students who have limited English skills, candidates all complete a prerequisite course about English learning where the development progress of English learners, assessment and strategies for teaching English learners are emphasized. The Single Subject program has a course accompanying the credential program teaching the specific skills for secondary educators. Multiple and Single Subject Programs (elementary and secondary education) teach universal design as a strategy for lesson planning and implementation where candidates are specifically ta | Yes | Yes | Yes | Special education teachers take prerequisite courses (16 units) on students with disabilities that prepare them to understand all categories of disabilities, strategies for teaching and introduction to IEP components and processes; on working with English learners; on diversity in schools; on observing and guiding behavior; and on learning theory and development.  During the Special education program (36 units), candidates take specific coursework on the legal aspects of special education, managing learning environments, curricula and assessment, literacy, the process of IEP development, and student teaching in two different settings and grade levels. |

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| California State University, Chico | Yes | Yes | Yes | •Special education faculty have integrated the IRIS Center Modules into their coursework and are assisting the general education faculty in the effective integration of these materials into the multiple and single subject credential program courses, starting fall 2010. <br>•Two programs, the Concurrent Multiple Subject/Education Specialist I and the Next STEPS Single Subject/Education Specialist I programs, provide opportunities for teacher candidates to pursue both a general education and a special education credential simultaneously. <br>•Teacher candidates in all programs take coursework addressing laws related to students with special needs, including IDEA, and in participating in IEPs. Candidates are encouraged to attend IEP meetings at their school sites when possible. <br>•Program faculty are trained in Specially Designed Academic Instruction in English (SDAIE) techniques and strategies, Guided Language and Academic Development (GLAD), and Sheltered Instructional Observation Protocol (SIOP) and program cour | Yes | Yes | Yes | Students with Special Needs (IEP participation) Coursework is focused on effective, evidence-based practices in the field of special education teacher preparation.  Candidate competency is assessed in the following areas: <br>•Professional, Legal and Ethical Practices <br>•Educational Policy and Perspectives <br>•Educating Diverse Learners with Disabilities <br>•Special Education Field Experiences with Diverse Populations <br>•Managing Learning Environments <br>•Effective Communication and Collaborative Partnerships <br>•Assessment, Curriculum, and Instruction <br>•Knowledge and Skills of Assessment in General Education <br>•Curricular and Instructional Skills in General Education <br>•Positive Behavior Support <br>•Characteristics & Needs of Individuals with Mild/Moderate or Moderate/Severe Disabilities Candidates are prepared to work as collaborative team members with their partners in the development of Individual Education Plans. Roles and responsibilities of each IEP team member are defined and students have an opportunity |

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| California State University, Dominguez Hills | Yes | Yes | Yes | Preparing candidates to teach students with disabilities: General Education candidates learn about students with disabilities in TED 402 Educational Psychology.  They learn (1) how students can differ in the cognitive, affective, and psychomotor domains, (2) how to instructionally and socially accommodate students with various needs in the regular classroom, (3) the rights and responsibilities of the general education teacher regarding the teaching of students with special needs, and (4) about the special education process, including their specific role in the IEP system.  Our approach is to prepare candidates to work in inclusive settings when appropriate, and to work closely with Education Specialists in the Response to Intervention process.<br>Candidates are prepared to work with English Learners through coursework and fieldwork.  The program philosophy and design consists of three components: (1) the theoretical and philosophical coursework consisting of 6 units; (2) the infusion of English Language Develop | Yes | Yes | Yes | Candidates in all three Education Specialist Credential programs take SPE 460 Introduction to Special Education, which provides an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans.  More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental and Assessment Issues in Special Education.  In their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively.  Master Teachers and Field Supervisors closely support their learning over a period of 16 weeks.<br>Education Specialist candidates take general education coursework in the area of Reading/Language Arts.  This two-course requirement includes an emphasis on teaching English Learners using ELD and SDAIE strategies, assessments, and philosophies. In addition, candidates take SPE 545 Multicultural Strategies for Culturally and Linguistically Different Exceptional Lea |

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| California State University, East Bay | Yes | No | Yes | All teaching credential candidates take a course in teaching special populations. Additionally, within the teaching performance assessments, candidates are asked to demonstrate their instructional strategies employed for specific classes and learners, including limited English proficient students and those with special needs. The candidates develop and provide written reflections on their responses to the case studies. | Yes | Yes | Yes | As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting. |
| California State University, Fresno | Yes | Yes | Yes | Students in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required coursework as well as in field experiences. | Yes | Yes | Yes | All Special Education students take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on" experience in their field placements. |

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| California State University, Fullerton | Yes | Yes | Yes | Our general education program, single subject (secondary education), use a variety of strategies to teach students with disabilities effectively. Candidates learn to work effectively with students with disabilities in the following courses: EDSC 340 Teaching Diverse Student Populations in the Secondary School The final two weeks of the course specifically address 13 categories of disabilities and relevant state and federal laws pertaining to the education of exceptional populations.  We focus on addressing the teacher's responsibilities in the IEP process, including: identification, referral, assessment, IEP planning and meeting, implementation, and evaluation. Generally, students work in teams of two or three to create PowerPoint presentations, each concentrating on a disability to share with the rest of the students.  These focus on a particular disability and address differentiated teaching strategies and assistive technologies for that specific condition. EDSC 440S General Pedagogy of Second | Yes | Yes | Yes | The Department of Special Education at CSU Fullerton provides exemplary training for Education Specialist Credential candidates, general education teachers clearing their preliminary credentials, and persons interested in improving techniques to work with children with disabilities. The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. Credential programs are offered for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. Programs are designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. Teachers are trained in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide credential and graduate candidates with a broad background in the physi |

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| California State University, Long Beach | Yes | Yes | Yes | At the prerequisite level of the Single Subject program candidates take EDSP 350 or EDSP 355B, classes specifically designed to teach candidates about working with students with special needs.  Our newest course, EDSP 335B, specifically focuses on working with students with special needs at the middle and high school level. Candidates learn about the roles and responsibilities of the general education teacher in the Individualized Education Program (IEP) process, including the general educator's role as a member of a multi-disciplinary team. Over the past five years, 80% of faculty in the SSCP went through a semester long professional development (PD) program focused on teaching subject specific content to English Learners.  As part of the semester long PD, faculty participated in observations in their subject area of K-12 teachers identified by our LEAs as having strong content and EL teaching skills.  During the PD, faculty revised signature assignments, rubrics and course syllabi to be more inclusive | Yes | Yes | Yes | Students in the Education Specialist program are effectively prepared to teach students with disabilities. Students take 9 prerequisite units and 27 program units that focus specifically on teaching students with disabilities. In one of the first program courses candidates are provide explicit instruction on how to write IEPs and participate as member of an IEP team. Additionally, all candidates take a course that addresses collaboration with families and professionals, and there is specific emphasis again on being a member of an IEP team. Across all program courses candidate are taught how to teach students who are limited English proficient. We have one specific prerequisite course that is completely devoted to effective instruction of students with disabilities who are limited English proficient. Additionally, in all other courses, instruction for limited English proficient students is included in course content and course assignments. |

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| California State University, Los Angeles | Yes | Yes | Yes | The credential program prepares general education teachers to teach students with disabilities with a variety of approaches.  The teacher candidates take a foundation course in special education and concepts of accommodations/modifications and differentiated instruction are then revisited in methodology courses and applied as part of the California Teacher Performance Expectations and Assessments.  Content related to teaching students who are English language learners is strongly infused within methodology courses, and further emphasized in reading, writing and language arts methods classes.<br>Supervised clinical field experiences provide additional opportunities for general education candidates to teach students with disabilities and students who are English language learners under the supervision of a master teacher and a university faculty supervisor. | Yes | Yes | Yes | The focus of the Education Specialist Credential Program is to prepare special education teachers to teach students with disabilities.  A cohesive sequence of coursework in general and special education integrated with multiple fieldwork opportunities provides candidates opportunities to develop the knowledge and skills necessary for effective teaching. The roles and responsibilities of special education teachers and skills needed to be effective team members on individualized education programs is addressed in multiple foundation and methods courses and applied in the final supervised clinical experience.  Intern program faculty have strengthened the course content related to effectively teaching students who are English Language (EL) Learners for all candidates through a collaborative effort between general and special education faculty and school practitioners.  EL modules have been developed for use in both beginning and ending coursework and are applied in two supervised clinical experiences with children |
| California State University, Monterey Bay | Yes | Yes | Yes | See comments from Traditional Report. | Yes | Yes | Yes | See comments from Traditional Report. |

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| California State University, Northridge | Yes | Yes | Yes | State standards for the preparation of general education (multiple and single subject credential) teachers clearly address the high importance of preparing teachers to work effectively with students with special needs (SWSN) and those who are English Language Learners (ELL).  These standards are outlined in the state Teacher Performance Expectations (TPE) which form the structure of the preparation programs and assessments.  TPE 7 addresses how to prepare teachers to work with English language learners. TPE's addressing students with special needs include TPE 3 Interpretation and use of assessments, TPE 8 Learning about students, and TPE 12 Professional, legal, and ethical obligations.  All general education teacher preparation programs at CSUN require that candidates take at least one course in special education.  State standards require that teaching candidates do fieldwork in settings serving English Language Learners (ELL) and students with special needs.  The setting must be indicated on the student tea | Yes | Yes | Yes | For a detailed and comprehensive description of how special education teachers are prepared to teach students with disabilities and English Language Learners, please refer to the Biennial Reports submitted to the CTC for the November, 2009 accreditation visit.  This report may be accessed at our accreditation website http://edutech.csun.edu/mdecoe at Unit Programs - Special Education  - biennial reports. The Level 1 Education Specialist Credential at CSUN includes preparation in the following specializations:  mild/moderate, moderate/severe, deaf and hard of hearing, early childhood in special education. It includes three post baccalaureate pathways, traditional, the undergraduate blended program (Integrated Teacher Education Program), and a one-year accelerated program (Accelerated Teacher Education Program).  All candidates are assessed at five transition points: entry to the program, entry to student teaching, exit from student teaching, exit from the program, and follow-up one year after graduation. All |

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| California State University, Sacramento | Yes | Yes | Yes | A required 3-unit course on the education of exceptional children/youth provides an orientation to the concept and practice of mainstreaming inclusion, the characteristics of exceptional children/youth, and the school's responsibilities in meeting their needs.  Teacher candidates verify multiple experiences with special needs students across the age span in inclusive settings and student teaching; in methods courses they are taught and practice how utilize effective strategies for instructing special needs students.  They learn about the laws and practices related to individualized education program teams in a required course. A required 3-unit course also addresses important themes regarding the education of English Learners including relevant legal mandates and court rulings, first and second language acquisition, linguistic development, theory and practice of effective programs, and beginning methods, materials and strategies responsive to students' primary language and assessed levels of English profic | Yes | Yes | Yes | The Special Education credential programs in the Sacramento State, College of Education offer a series of courses that deal directly with preparing future teachers to effectively serve students with disabilities.  For example, the required introductory course covers the range of disability areas, while other required courses cover the legal and social requirements for developing individual education programs across the age span.  Emphasis on language development for students with limited English skills is included in two required language/literacy courses. In addition, there is a specific course that covers strategies to effectively serve a diverse population of English language learners. |

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| California State University, San Bernardino | Yes | Yes | Yes | CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism as these are the most frequent diagnosis seen in the classrooms in our service area. CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize a performance assessment that emphasizes differentiated instruction. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and university supervisors. Through a consortium, the College works to provide a seamless transition for employed students through intern and induction programs | Yes | Yes | Yes | Please see above text box. In addition to the above, special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas and all these programs also include emphasis on teaching of English Learners. |
| California State University, San Marcos | Yes | Yes | Yes | A two-semester course sequence in Teaching and Learning explicitly prepares general education teachers to work collaboratively with Education Specialist teachers. Candidates learn about their roles and responsibilities as general education teachers through course readings and assignments that include participation in an IEP when possible. | Yes | Yes | Yes | The program is structured around the approved state standards and includes multiple school-based learning assignments. |

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| California State University, Stanislaus | Yes | Yes | Yes | MSCP and SSCP teach students about IEP's. As interns are the teacher of record they would participate in them. We have special courses designed to accomodate students with special needs: Special Education, EL, and IEP. | Yes | Yes | Yes | Students complete relevant coursework and practica. |
| CalState TEACH | Yes | Yes | Yes | Best Practice for Students with Special Needs CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching special populations in a general education classroom in a spiraling, reiterative curriculum. Readings in Lewis and Doorlag's text, Teaching Special Students in General Education Classrooms, and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html ) containing print materials, streaming video, and activities form the foundation of candidates' understandings. The focus is three-fold: 1) to promote the concept that educating the special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for all special populations in the general classroom. Candidates are introduced to relevant state and federal law | NA | NA | NA | |

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| Chapman University | Yes | Yes | Yes | The education of students with disabilities is a persistent theme that is integrated in all credential coursework, but the notion is introduced and developed in a course entitled Collaboration for Inclusive Schooling.  The course addresses collaboration, inclusive schooling, learning characteristics of students with disabilities, effective teaching strategies, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. The course includes instruction for meeting the needs of students with disabilities via participation as a collaborative member of an individualized education program team.<br>The education of limited English proficient students is also a persistent theme that is integrated in all coursework, but the notion is introduced and developed in a course entitled Second Language Acquisition for Elementary Students and in a course entitled Second Language Acquisition for Secondary Students. The courses content inc | Yes | Yes | Yes | The program prepares special education students to teach students with disabilities by providing a series of courses and experiences that address fully the educational needs of students who are characterized by mild to moderate and moderate to severe disabilities. Each candidate learns how to facilitate the development of literacy (listening, speaking, reading, and writing) not only for native English speakers, but also for those whose primary language is other than English.  The coursework teachers candidates the characteristics of students with disabilities, effective teaching strategies, how to work with diverse populations, as well as the legal aspects and requirements of special education. The coursework includes a study of the theories, practices, and ethical issues regarding the modification of behavior to facilitate learning. Furthermore, candidates develop the skills to use and communicate assessment results. Students learn how to make appropriate recommendations for report writing and for individual |

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| Claremont Graduate University | Yes | Yes | Yes | It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of under-performing students.  As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Language Learners, and students with designated special needs.  All our students work in classrooms with English learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners.<br>In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration.  All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Profes | Yes | Yes | Yes | It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of under-performing students.  As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English learners, and students with designated special needs.  All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners.<br>In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration.  All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional St |
| Concordia University | Yes | Yes | Yes | | NA | NA | NA | |

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| Dominican University of California | Yes | Yes | Yes | All these elements are in place as required by the State of California as part of the SB 2042 Multiple and Single Subject credentials. General education teachers demonstrate their competence to teach these students within the courses listed below. Competence is measured also during field work including student teaching and by the four-task assessment with the California Teacher Performance Assessment (Cal TPA). Working with students with disabilities is embedded in: EDUC 5056/5556 Elementary Reading EDUC 5140/5540 Secondary Reading EDUC 5130/5530/5131/5531/5230/5630/5131/5631 Elementary/Secondary Curriculum and Instruction EDUC 5150/5550/5250/5650 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5162/5262/5562/5662 Elementary/Secondary Professional Development Seminar EDUC 5164/5264/5564/5664 Teaching Performance Assessment EDUC 5160/5260/5560/5660 Elementary/Secondary Supervised Teaching Working with students who are limited English proficient is embedded in: EDUC | Yes | Yes | Yes | Each special education teacher candidate is prepared according to Education Specialist standards required by the California Commission on Teacher Credentialing. Special education teachers demonstrate their competence to teach students with disabilities within coursework listed below. In addition, competence is measured during supervised fieldwork experiences, through an external assessment process called the California Teaching Performance Assessment, and by anchor assignments evaluated on 4 point rubric scales. Training related to participation as a member of IEP program teams is imbedded in EDUC 5301-Introduction to Special Education, EDUC 5302-Program Design, and EDUC 5306-Behavior Intervention and Support. In addition, candidates are required to participate in an IEP during supervised field experiences which is evaluated by trained University supervisors. Preparing special education teachers to teach students with disabilities effectively, including participation as a member of IEP program teams, is |

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| Fortune School of Education (Project Pipline) | Yes | Yes | Yes | The ED 102 course, Language Acquisition: Communication for English Language Learners, is designed to equip intern teachers who are teachers of record and are credential candidates with the knowledge and skills to effectively organize and implement instruction for English Learners, provide theory and research on second language acquisition and learning; and methodology, history and policy issues related to second language teaching and learning; English Language Development strategies, and socio-cultural implications.  It will additionally provide strategies, methods and standards for meeting the needs of EL students.  The district intern credential candidates will master instructional strategies and design lessons in their Classroom Management course; these practices will be repeated in this course to insure that lessons are designed for successful use in the English language development classrooms.  The course content will address issues practiced in the Methodology of Teaching Reading and Writing course to f | Yes | Yes | Yes | Please see the following course descriptions that describe how our program prepares special education teachers: Education Specialist Mild/Moderate (ESMM) 506: Developing IEPs - 20 classroom hours Course Description: This course is designed to offer interns a deeper understanding of the different types of disabilities and an understanding of the methods, mechanisms and materials involved in developing their respective IEP's.  Interns will examine the legal requirements and the primary components of the individualized education plan (including IEPs, IFSPs, and ITPs).  Interns will identify the legal requirements of an IEP, analyze IEPs, and develop IEP goals, objectives and outcomes for program planning. ESMM 702:  Strategies for Teaching Special Needs Students – 30 classroom hours Course Description: This course addresses instruction and curricula required to meet the needs of diverse learners in the content areas of science and social studies as well as other subjects . It emph |

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| Fresno Pacific University | Yes | Yes | Yes | The program prepares candidates to teach students with disabilities effectively by requiring candidates to take SED 605. In this course candidates are provided with the direction necessary to understand the psychological characteristics, cognitive styles, behavior patterns, and accompanying learning problems of students with exceptional needs. Students are asked to demonstrate knowledge of current legislation (IDEA, Individuals with Disabilities Act) pertaining to exceptional students, including teaching implications of cultural and linguistically different children. In addition, candidates are asked to describe the major components of an IEP (Individual Education Plan) and its process. Candidates are asked to attend an IEP meeting during final directed student teaching. Finally, candidates demonstrate an awareness of differences and similarities of exceptional and non exceptional students, including the instructional implications of culturally and linguistically different children. The Teacher Education Less | Yes | Yes | Yes | Candidates in the Education Specialist programs are highly scrutinized for their academic and practicum performance, as they attain the knowledge and skills that are required by law for their professional responsibilities. General and specific courses address the EL student needs and candidates verify their abilities to implement an effective instructional learning environment. The FPU coursework includes an extended course for Language Development, which expands the knowledge and application of all other coursework for students who have special needs. The IEP process and team performance expectancies are integrated throughout all courses in Level I, followed by advanced stages of assimilation during the Level II program. Together it is a sound and comprehensive program of studies for all Education Specialists service providers. |

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| High Tech High Communities | Yes | Yes | Yes | All Intern coursework and pre-service learning is designed to provide opportunities for Interns to learn and demonstrate their knowledge and skill in supporting both EL and mild/moderate students who hold IEPs.  Interns participate as members on SSTs and IEP meetings. With supervised assistance they manage IEP meetings.  Once they receive a preliminary credential they conduct IEP meetings.  EL students are identified through the state CELDT exam.  Coursework provides theory and applied learning to address support of EL students K-12.  Interns are the teacher of record as they complete their Intern program.  They, with supervision from their on-site Mentor, apply instructional strategies on a daily basis to support EL using SDAIE and ELD instruction. | Yes | Yes | Yes | All Intern coursework and pre-service learning is designed to provide opportunities for Interns to learn and demonstrate their knowledge and skill in supporting both EL and mild/moderate students who hold IEPs.  Interns participate as members on SSTs and IEP meetings. With supervised assistance they manage IEP meetings. Once they receive a preliminary credential they conduct IEP meetings.  EL students are identified through the state CELDT exam. Coursework provides theory and applied learning to address support of EL students K-12. Interns are the teacher of record as they complete their Intern program.  They, with supervision from their on-site Mentor, apply instructional strategies on a daily basis to support EL using SDAIE and ELD instruction. Specialized Education Specialist coursework extends the Education Specialist Interns working knowledge of the law, assessment process, and differentiated instruction to meet the needs of students with identified learning needs. |

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| Holy Names University | Yes | Yes | Yes | The mission of Holy Names University credential programs is to prepare teachers for urban schools, we believe it is essential that every candidate in our program be well-equipped to teach English Learners.  All programs are infused with English Language Development and teaching to content and language objectives.  In addition, English Learners are molded and observed in the field, written in lesson plans and practiced by candidates. In EDUC 103, candidates study the State'S English Learners Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learners and the relationship between quality instruction for all students, differentiated instruction for English Learners and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education.  Changes in current school structures designed to meet the educational needs for English Lea | Yes | Yes | Yes | The candidates in the Education Specialist Mild Moderate Program take several courses to acquire the before mentioned skills.  In EDUC 261, students learn about the characteristics of students in the thirteen disability categories recognized in the Federal Law.  In EDUC 267, students learn the theory and practice needed for effective collaboration for the education of students with disabilities.  In this class, students participate in a mock IEP and SST. In EDUC 103, candidates study the State's English Learners Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learners and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education.  Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including coo |

| Institution | Does your program prepare | | | Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place. | Does your program prepare | | | Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place. |
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| Humboldt State University | Yes | Yes | Yes | Candidates in all credential programs learn about all of the nine major categories of disabilities, those that do and those that do not require IEPs.  Candidates are expected to identify the characteristics of each of these categories of special needs students so that they would be able to notice the signs and make a referral if they had such an unidentified student in their classrooms.  There is a strong focus on learning disabilities, which are the vast majority that our candidates will be facing in their future classrooms. Candidates are expected to know the history of special education, from its beginnings in the federally funded civil rights PL 94-142 of 1975 for all handicapped children.  They trace the concept of "learning disabled" from there to the concepts that we hold today.  They are expected to know about IDEA 1990 and the changes this law has made in special education service and delivery. Candidates learn their role as teachers in the study team. They learn the process of the IEP identif | Yes | Yes | Yes | Teach Students with Disabilities Effectively The Special Education Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment. The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods.  They model respect for and rapport with diverse student, parent, and community populations. Credential candidates in the program:  (a) understand the characteristics of special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths |

Teacher Training - Alternative Route

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| IMPACT (San Joaquin County Office of Education) | Yes | Yes | Yes | Through course work and practicum supervisor/mentoring & coaching throughout the duration of the program. | Yes | Yes | Yes | Through course work and practicum supervisor/mentoring & coaching throughout the duration of the program. |
| La Sierra University | No | No | Yes | The State of California does not require coursework in special education in the teacher education program. However, we require this when they do their Master of Arts in Teaching AND when students are preparing for the Seventh-day Adventist teaching credential in addition to the State credential.  To improve our program we are in the process of requiring all candidates to take EDCI 464/564 Special Education in the Regular Classroom.  This change will be in place by Fall quarter, 2011. All of our methods courses promote English Language Development (ELD)and processes for English Language Learners.  However, EDCI 416 Language and Literacy K-12, EDCI 414 Reading K-8, and EDCI 419 Reading in the Content Area all have strong emphases on ELD. | NA | NA | NA | We do not offer this program currently. |

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| Los Angeles Unified School District | Yes | Yes | Yes | The District Intern Program prepares general education teachers for teaching of all students, including special populations such as students with disabilities, behavior plans, students with limited English proficiency, and gifted and talented students in the general education classroom. Each general education teacher learns how to differentiate instruction to ensure that all students have access to the core curriculum. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team. | Yes | Yes | Yes | The District Intern Program prepares special education teachers in the area of curriculum, instruction, behavior, and support for students with disabilities on both general and special education school sites for students with mild/moderate and moderate/severe disabilities who may also be limited English proficient. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team. |
| Loyola Marymount University | Yes | Yes | Yes | Candidates are prepared to teach students with disabilities effectively through coursework, field experiences, and clinical practice. | Yes | Yes | Yes | Candidates are prepared to teach students with disabilities effectively through coursework, field experiences and clinical practice. |

Teacher Training - Alternative Route

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| Mount St. Mary's College | Yes | Yes | Yes | Our 2042 credential programs embed differentiation for Special Needs students throughout the coursework and our candidates are evaluated both formatively in courses and summatively in the California Teacher Performance Assessment on their competence in this area. In our EDU 270A: Education of Exceptional Students, our teacher candidates are introduced to the legislation (ie- Individual with Disabilities Education (Improvement) Act) and to the implementation process. They are specifically introduced to the general education teacher's role in the IEP process (and participate in a simulated IEP meeting). They are also taught about  Response to Intervention (RTI) and adaptations and accommodations for these students in the general education classroom in both the EDU 270A course and throughout the professional preparation courses (where they are asked to adapt lesson plans and assessment for students with special needs.) Our summative assessment, the CalTeacher Performance Assessment, specifically measures TP | Yes | Yes | Yes | The mission of Mount St. Mary's College Education Department is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development.  A professionally fluent educator: - articulates research-based pedagogical beliefs and curricular principles and translates them into practice. - responds to diversity with openness, sensitivity, and a commitment to equity. - supports the healthy development of children and youth in a caring and just environment. - envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection. The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession.  The foundation of the program is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement |

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| National Hispanic University | Yes | Yes | Yes | One of the assignments in our Inclusion course is a "Special Needs Pedagogy Assessment": Given a scenario, construct a lesson that would address the requirements of the special needs students in the class. One of the objectives / competencies of our Inclusion course is: Understand the role of the Student Assistance Team and how to access its services. We have an entire course devoted to the teaching of English language learners and similar information is integrated throughout several other courses. | Yes | Yes | Yes | One of the assignments in our Curriculum and Instruction Adaptations course is: Students explore the topic of differentiation and ways to differentiate for special education students.  Case studies will be provided and students will write an explanation of how they would differentiate and organize the instruction for the cases. One of the assignments in our Teaching Mild to Moderate Students course is: Interview special education teachers, resource specialist or district special education personnel on the following: How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP team and family members, including non-family caregivers? We have an entire course devoted to the teaching of English language learners and similar information is integrated througho |

Teacher Training - Alternative Route

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| National University | Yes | Yes | Yes | In July 2008, we implemented the Teacher Performance Assessment (TPA) for all candidates in the Teacher Education credentialing programs. All the Tasks involve reacting to given written scenarios describing a particular set of students (diverse, challenged, or English language learners). TPA Task 1 Content Specific: the candidates must identify subject-specific instruction and assessment plans, and then differentiate instruction for these students. We prepare our candidates for this task through our courses in diversity, exceptional children, and the foundations of education. TPA Task 2 Designing Instruction: the candidates must write to a five-step set of prompts, which requires them to identify students' characteristics and learning needs; then designs appropriate instruction. TPA Task 3: the candidate must use a specific standards-based lesson of the candidate's choice, then demonstrate the ability to design appropriate standards-based student assessment activities in the context of a small group of stu | Yes | Yes | Yes | Candidates in our program learn to teach students with disabilities effectively through three means: course work, field experiences and student teaching. They learn the knowledge and skills in their course work, observe and practice during field experiences, and implement independently during student teaching. Courses that provide information about the law including the IEP process and the special education teacher's role in the IEP process, include EXC602A and EXC604. Candidates are encouraged to participate in an IEP meeting during their student teaching. Candidates learn to effectively teach students who are limited English proficient through course work, field experience and student teaching, as well. The Preliminary credentials with English Learner Authorization includes coursework for the instruction of English language learners. |
| Notre Dame de Namur University | Yes | Yes | Yes | Course EDU 4410 Special Education and EDU 4107 Teaching English language learners | Yes | Yes | Yes | Various methods courses and EDU 4107 Teaching English language learners |

Teacher Training - Alternative Route

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| Oakland Unified School District | No | No | No | NA. Currently, we only serve special education teachers. | Yes | Yes | Yes | The OPTP prepares participants to be effective instructors and advocates for students with disabilities throughout the program, beginning with pre-service training and continuing through their full-time, year-long internship and seminar sessions. Before attending pre-service summer training (the rigorous 6 week training prior to interns' teacher-of-record school year) participants read the Teaching for Student Achievement guidebook designed specifically for special educators. During pre-service training, participants spend substantial time identifying and exploring the types of disabilities they will encounter, examples of appropriate accommodations and modifications, and the ways they can work to meet their students' special needs. Additionally, as part of the practice teaching component of pre-service training, participants are paired with highly-successful veteran special education teachers who help them learn how to create effective Individualized Education Programs, how to use plans effectively in inst |

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| Orange County Office of Education | Yes | Yes | Yes | Due to the hiring situation at this time, the general education teacher preparation program has been deactivated. There are teachers in our program who hold general education credentials, so that population is taught through our special education program as enrolled interns. The descriptions of program preparation follows in the special education teachers segment. | Yes | Yes | Yes | District Interns are "teacher of record" in their classrooms.  The induction is built into the program, as such, intern teachers are applying theory at the same time they are taking courses that includes: 1) IEP instruction, practice and application; 2)special ed. in a diverse society studies historical perspectives and state and federal laws including legal decisions that affect bilingual education and ELD programs. In addition the courses examines the roles of administration, teaching staff, instructional aides, as well as the family structure and community resources; 3)English language methodology presents theoretical knowledge and practical skills. The course focus on models and methods of English language acquisition and instruction with the interns learning multiple methods to assess language proficiency and ways to use assessment results to plan effective instruction. Unit and lesson plan development will be highlighted for a continuum of students' language proficiency levels. Basic approaches and a va |

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| Pacific Oaks College | Yes | Yes | Yes | Students in our Multiple Subject Credential Program (general education) are required to take two special education courses in addition to completing at least one fieldwork placement in an inclusive setting. As part of their coursework, they are introduced to the IEP (as well as IDEA) As part of this credential program, students are authorized to teach English Learners - this training is embedded in specific coursework as part of the authorization, as well as woven throughout the program in various other courses. | Yes | Yes | Yes | Students in the Education Specialist Credential Program are required to complete coursework that trains them to work as part of IEP teams. For instance, coursework includes: The Child With Special Needs, Collaboration and Communication for Special Educators, Behavior Intervention and Program Planning, and Instructing and Assessing Students. In addition, the English Learner authorization is embedded in this program. |
| Patten University | Yes | Yes | Yes | Teaching students with disabilities is integrated throughout the program with EDU594, a separate required class on Educating the Exceptional Child. Candidates must write and teach lessons that are adapted to meet the needs of students with disabilities. They must write IEPs and participqate in team meetings. Strategies, assessments, and adapting lessons for ELLs, are integrated throughout the program including EDU 587 specifically addressing the needs of ELLs. CAL TPAs with adaptations for both areas, are also required in the assessment of all candeidates. CAL TPAs used for all candidates. | NA | NA | NA | N/A |
| Pepperdine University | Yes | Yes | Yes | This is done through the coursework and is identical to what is done in the traditional program. | NA | NA | NA | |

Teacher Training - Alternative Route

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| Point Loma Nazarene University | Yes | No | Yes | Throughout credentialing coursework, candidates are introduced to and required to display an understanding of meeting the needs of SWD and limited English proficient students.<br>All candidates enroll in EDU 602 Foundations of Special Education, which specifically addresses meeting the needs of SWDs and the individualized education program (IEP) team process.<br>All candidates enroll in EDU 601 Language Acquisition, which specifically addresses meeting the needs of limited English proficient students. | Yes | No | Yes | Candidates for special education receive instruction through a CCTC approved special education preparation program for servicing either students with mil/moderate or moderate/severe disabilities.<br>The program includes theory and methodology instruction provided to candidates, as well as fieldwork and clinical practice in special education in local LEAs.<br>All special education candidates must complete the course EDU 652 Collaboration & Consultation for IEP Implementation, Evaluation & Program Improvement. |

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| San Diego City Unified School District | Yes | Yes | Yes | Title II General Ed and English Learners The Professional Development Plan is structured to ensure that candidates have multiple systematic opportunities to learn how to effectively teach English learners. Although all coursework is infused with strategies for addressing the needs of English learners, specific courses address this standard in depth. MS100 Introduction to Teaching and Learning in the Elementary Classroom, MS103 Theory and Methods of Beginning Reading Instruction, MS104 Bilingual Education and Second Language Acquisition and MS106 Theory and Methods of Reading/Language Arts Instruction provide Multiple Subject/BCLAD candidates with intensive instruction in reading/language arts methodology and second language acquisition. SS107 Second Language Acquisition and Academic Language Development was designed to explicitly address the needs of English learners in the secondary classroom. In SS104 Pedagogical Preparation in Single Subject Content Instruction (math/science) candidates learn to deliver | Yes | Yes | Yes | The District Intern Program for Education Specialists prepares teachers to deliver and coordinate special education services that provide student access to the general education curriculum in the least restrictive environment. In the credential coursework, candidates become familiar with the California Content Standards in Reading/Language Arts, Mathematics, History/Social Studies, and Science. Candidates plan and deliver lessons based on the content standards and develop Individualized Education Program (IEP) goals based on these California content standards and identified student need. Candidates learn, practice, and receive coaching on a variety of instructional strategies to promote student access to the general education curriculum in a variety of service delivery models including the co-teaching in the general education classroom. Candidates complete two credential courses which provide an in-depth coverage of four models of co-teaching: supportive, parallel, complementary, and team teaching. In ad |

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| San Diego State University | Yes | Yes | Yes | General education teachers learn about the federal and state laws related to the IEP and those laws as they govern responsibilities to students with disabilities and their families. They have readings and quizzes on the readings and lectures on laws and responsibilities in the SPED 450: Special Education in General Education Settings course. One big assignment in the SPED 450 course is for prospective general education teachers to interview a general education teacher who has participated in an IEP meeting and then students participate in mock IEP team meetings as part of the course. | Yes | Yes | Yes | All Education Specialist candidates have to demonstrate knowledge of the federal and state laws, prepare IEPs, participate on IEP teams, and participate on collaborative educational teams in their school settings. Students take coursework on writing IEPs (primarily SPED 570), consultation and collaboration (primarily SPED 662), and the importance of general education partnerships to provide education based on standards to all students with disabilities (all course work). |

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| San Francisco State University | Yes | Yes | Yes | IEP development is incorporated into generic courses and key advanced methods courses.  All credential specialty areas require participation on IEP teams as course assignments.<br>SPECIAL NEEDS STUDENTS<br>The Elementary Education Program has designated a credential course, Developmental Teaching and Learning in Diverse Settings (EED 783) to include an introduction to students with disabilities, such as the law governing disabilities, an understanding of IEPs, and an introduction to disabilities that a teacher would be expected to address in a general education classroom. In addition, teacher candidates are provided with some initial training about adaptations for the child with disabilities. This area of the program continues to be a challenge; the program has started to explore possibilities through collaboration with the Special Education Department. Presently, the two chairs and four professors from Elementary Education and special education are scheduling two sets of math methods (EED 784) and literacy | Yes | Yes | Yes | SPED only: IEP development is incorporated into generic courses and key advanced methods courses.  In Special Education, credential candidates in all specialty areas participate on IEP teams as course assignments. Three seminar courses in Special Education deal with Limited English Proficient learners.  Students are required to implement assignments during fieldwork with English learners with disabilities. |

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| San Jose State University | Yes | Yes | Yes | The Department of Special Education offers the course, EDSE 192A: "Including and supporting Students with Special Needs in General Education Classrooms", that is required for the Multiple Subject and Single Subject credential. A description and knowledge base for this course are the following: Course Description The design of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in either an inclusive or mainstreaming educational setting. This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the general education environment. The course was designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an | Yes | Yes | Yes | Interns and candidates in the traditional program are required to take a number of courses that have incorporated two specific standards with all assignments aligned to meet these standards. The California Commission on Teacher Credentialing (CCTC) standards are the following: Program Standard 3: Educating Diverse Learners The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in t |

Teacher Training - Alternative Route

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| Santa Clara University | Yes | Yes | Yes | We prepare our general education teacher candidates to work with students with special learning needs and with students with limited English proficiency using a multi-pronged approach.  First, all teacher candidates take a dedicated course focused on creating effective, inclusive learning environments that support the academic achievement of students with disabilities/exceptionalities and a dedicated course focused on strategies for supporting English Learners' English language development as well as their attainment of academic competencies in the general education classroom. Second, the needs of English Learners, of students who qualify for special education services, and of students who pose other learning challenges are taken into consideration within every methods course in our Multiple and Single Subject preliminary credential program.  Our candidates learn that making flexible, appropriate adaptations to their lessons in order to maximize the learning of every student is a fundamental, essential part | Yes | Yes | Yes | Our Special Education program is designed to meet the increasing demand for personnel with specialized training to work with students with disabilities and with their families.  The programs focuses on interdisciplinary approach to planning and implementing services for these students. Central to the program is the belief that specialized skills are required if one is to work effectively with students to provide intervention and instruction for the promotion of growth and development. An individualized plan of study is based on each student's entering competencies and desired goals.  Students join together from varied backgrounds to become leaders in serving students with learning handicaps.  The program prepares our students to work in a variety of settings with individuals who exhibit difference in development and learning abilities. Instruction includes a sound introduction to theories of development, response to intervention, autism spectrum disorders, classroom management, behavior and learning, |

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| Sonoma State University | Yes | Yes | Yes | Elementary/Multiple Subjects: Within the program, students with disabilities are the subject of both a class (EDMS 476S) and field supervision seminars. In addition, all content area courses (methods courses in mathematics, reading, science and social studies) directly address students with special needs. In field sites all candidates participate in IEP meetings as long as parents or guardians approve of their participation. Field sites are selected with special populations of students in mind so that all candidates experience teaching and learning with limited English proficient students. Secondary/Single Subject: All single subject candidates are required to take EDSP 433: Teaching Adolescents with Special Education Needs. This introductory course presents theory, program concepts, and teaching practices related to students with special needs.  Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills and strategie | Yes | Yes | Yes | Education Specialist: In examining recent data sources and related summative reports (Biennial Report, CSU Exit Survey data, Program Portfolio evaluations and Exit Interviews), a majority of our Education Specialist (ES) candidates consistently report that they are Well or Adequately Prepared to meet the needs of individuals with disabilities and participate as members of the IEP team process. Similar high levels of preparation are also reported by their University Supervisors, Mentor Teachers, and Employment Supervisors. However, an area of continuing need remains their preparation to teach students who are English Learners. While the collective data suggests that our candidates feel somewhat prepared, this remains an area which requires ongoing monitoring. Our new program specifies a number of courses that address this content (EDSS 446, EDMS 463, and EDSP 400). Program faculty will continue to examine this area of preparation and periodically re-examine our student outcomes. |

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| St. Mary's College of California | Yes | Yes | Yes | Single Subject Credential candidates take a course SSTE 276: Universal Access which prepares general education teachers to teach students with disabilities. This training is also incorporated directly into the PACT TPA. Multiple Subject Credential candidates are introduced to kinds of learning disabilities in the first term in MSTE 210 Learning & Development, and to categories of all disabilities in MSTE 317 Introduction to Field Experience.  MSTE 317 also introduces foundational material about second language learning. Candidates are taught specific instructional strategies and how to participate in individualized education program teams in MSTE 318 Teaching Diverse Learners. This course also prepares candidates to teach English learners effectively, and all candidates are observed and receive feedback after teaching two kinds of lessons: lessons that meet the content learning needs of English learners, and English language development lessons for English learners. | Yes | Yes | Yes | Education Specialist candidates take highly specialized courses to prepare them to teach students with disabilities and English Learners. |

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| Stanislaus County Office of Education | No | No | No | This program does not prepare general education teachers. | Yes | Yes | Yes | Intern candidates take coursework in regards to Special Education Law, IEP Development, Collaboration, Instruction and Curriculum Development and Instructing and Developing IEPs for English Language Learners. Practicum Supervisors check off observed competencies for the Education Specialist credential that includes but is not limited to IEP development and instruction for students with disabilities and English Language Learners. |

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| Touro University | Yes | Yes | Yes | Touro University's multiple and single subject teacher credential program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, and to effectively teach students who are limited English proficient. LEARNING & LANGUAGE ASSESSMENT Through coursework and supervised teaching, Touro University's multiple and single subject teacher credential program ensures that candidates demonstrate a basic level of knowledge and skills in assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs.  EDU 718: Inclusive School Environments for All Learners is the central course that provides candidates with knowledge and skills concerning educational supports for students with disabilities as well as under | Yes | Yes | Yes | The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Modera |

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| University of California, Irvine | Yes | Yes | Yes | Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from Low-Income Families, Urban and Rural Schools includes the following coursework for MS and SS Teacher Candidates:  ED328/348 Theory and Methods of Instruction of Special Populations in the General Education Classroom; ED329/349 Theories and Methods of English Language Development Applied to Elementary/Secondary Students; ED327/347 Foundations of Equity and Diversity for Elementary/Secondary School Teachers; ED332/352 Creating a Supportive and Healthy Environment for Student Learning in the Elementary/Secondary Classroom.  Field experiences, including a 90 hour pre-student/intern teaching practicum and 20-week student/intern teaching assignments, are designed to provide extensive school/classroom experiences with students who are diverse in terms of ethnicity and culture, language, socio-economic status and learning/social needs. | NA | NA | NA | NA |
| University of California, Los Angeles | Yes | Yes | Yes | Alternative Pathway is limited to secondary single subject candidates only. | NA | NA | NA | |

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| University of California, Riverside | Yes | Yes | Yes | Opportunities for the Multiple Subject or Single Subject candidates to develop the basic knowledge, skills, and strategies for teaching special populations are embedded in foundational courses.  All contain content pertaining to special populations including students with disabilities, students on behavior plans, and gifted and talented students.  In addition to completing all research-based readings, lectures, and activities included in the academic courses for the respective programs, general education candidates must complete competencies that are demonstrated in the student teaching practicum and recorded in their Professional Development Handbook.  Candidates complete reflections on students' backgrounds, interests and developmental learning needs and collect and use multiple sources of information to assess student learning.  Candidates are also required to observe in a Special Education classroom, identify students in their assigned classrooms who have special needs, and report on a Student Study | Yes | Yes | Yes | The Special Education programs are based on the integration of theory and practice and educate candidates in the characteristics of learners and issues in curriculum and instruction, as well as the practical necessities of the classroom.  Candidates study various means of adapting lesson and curriculum.  Coursework includes assignments that require development of individualized education program (IEP) goals and opportunities are provided to communicate with parents and other professionals involved in implementing the IEP goals.  The program also is required under the California standards for teacher education programs to prepare special education candidates to teach English learners.  Candidates are introduced to California's English Language Development Standards and the California English Language Development Test (CELDT) that generate proficiency levels at various states of teacher preparation.  Coursework and fieldwork also require regular monitoring of progress through both informal and formal assess |

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| University of California, San Diego | Yes | Yes | Yes | All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars. All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas. | Yes | Yes | Yes | All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars. All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas. |

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| University of LaVerne | Yes | No | Yes | Students are required to create a strategy list of 101 items adapting curriculum for students with disabilities, learn about 13 disabilities under IDEA, learn to adapt for each disability and create classroom activities, and directly observe a qualified teacher adapting or modifying instruction. | Yes | Yes | Yes | Students are required to separate curriculum/assessment strategies as opposed to combining them. Students have required practicum experience and/or classroom activities and must create related notebooks. Students are required to simulate, attend, and critique IEP meeting.  Students are required to reflect on videos relating to adapting curriculum and instruction. Students must show required use of the internet for further research on students with disabilities. |

Teacher Training - Alternative Route

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| University of Phoenix | Yes | Yes | Yes | University of Phoenix's teacher preparation program prepares general education teachers to effectively teach students with disabilities and students who are limited English proficient, in multiple ways. Every course in the program includes content, assignments, and activities that address diverse learners and differentiating instruction and assessments to meet the needs of every learner. In addition, a program course, SPE/514, Survey of Special Populations, provides an overview of the categories of exceptionality for P-12 students with special needs and familiarizes teachers with terminology. The course focuses on differentiated methods used for the identification, placement, assessment, and instruction of diverse populations. The program also includes two Structured English Immersion (SEI) courses: SEI/500, Structured English Immersion, and SEI/503, Advanced Structured English Immersion Methods. In these courses, teachers are introduced to the concept of and methods for instructing in a structured Englis | NA | NA | NA | |

Teacher Training - Alternative Route

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| University of Redlands | Yes | Yes | Yes | The courses in our program are based upon Teaching Performance Expectations which describe the set of knowledge, skills, and abilities that California expects of each candidate for a Multiple or Single Subject Teaching Credential.  Teaching limited English proficient students effectively and teaching students with disabilities effectively are TPE standards that must be met throughout the coursework in our program. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of the Teaching Performance Assessment. Teacher candidates receive specific training related to participation as a member of individualized education program teams during their student teaching experience and in the concurrent teaching seminar course. | NA | NA | NA | N/A |

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| University of San Francisco | Yes | Yes | Yes | A description of how our program prepares general education teachers to teach students with disabilities and English Language Learners can be found in the report for our Traditional Program. | Yes | Yes | Yes | Our spiraled curriculum spreads instruction out throughout the two years, beginning with basic knowledge and skills, then providing increased depth and breadth of pedagogical and academic content knowledge, as well as specific knowledge and skills for special educators. Interns receive multiple levels in modules on disabilities, special education law, case management, formal and informal assessment, classroom management, IEPs, transition, consultation and collaboration, working with paraprofessionals, strategies and interventions for various disabilities, social skills, and behavior management. They also receive multiple levels of instruction on early literacy, basic reading skills, academic literacy, basic and advanced writing, basic and advanced mathematics, science, and social science.  In addition, these modules are infused with instruction on lesson planning, how to meet state content standards, language acquisition, working with English language learners, multicultural education, and vocational and li |

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| University of the Pacific | Yes | Yes | Yes | All general education-Multiple Subject, Single Subject and Educational Specialist candidates take a course in Teaching Exceptional Learners and Teaching English Learners. The course in teaching exceptional learners includes information on IEPs and how school teams are typically arranged. The role of the classroom teacher in an IEP meeting and in implementing an IEP is presented. The responsibilities of the general education teacher at an IEP are presented and discussed. A simulation of an IEP typically occurs in this course. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE methods and assessments, in particular. | Yes | Yes | Yes | Special Education candidates have such specific coursework as curriculum and instruction for students with mild to moderate or moderate to severe disabilities, advanced programming, positive behavior support, a survey of exceptional needs and disabilities, and teacher-family partnerships. All candidates take a Teaching English Learners course with candidates in general education. All candidates participate in one or more IEPs. |
| Whittier College | Yes | Yes | Yes | | NA | NA | NA | |

| Institution | Provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. USDOE is especially interested in an y evaluation plans or interim or fial reports that may be available. |
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| Azusa Pacific University | Azusa Pacific University (APU) is an evangelical Christian University that is located in the City of Azusa 35 miles east of Los Angeles. APU has been committed to "God First" and excellence in higher education for over 100 years. The University, through the School of Education, has been educating teachers in state-approved programs since 1963. The University currently offers a B.A. in Liberal Studies and an accelerated B.A. in Human Development, both of which prepare future multiple subject and special education teachers for CSET and the professional teacher education program. Eight-approved undergraduate subject matter programs are offered as preparation for future highly qualified single subject teachers.<br><br>Traditional and intern programs are offered in a convenient late afternoon/evening nine week term format for Multiple Subject, Single Subject, and Special Education Mild/Moderate and Moderate/Severe teacher preparation. Teacher credentialing programs are offered on the Azusa Campus and seven regional ce |
| Brandman University | In April of 2008 Chapman University College became Brandman University, part of the Chapman University System. Brandman University serves candidates who may have limited access to traditional delivery of higher education by providing a quality education that is convenient and appropriate for adult learners.  This commitment is especially relevant to the ongoing need for new credentialed teachers, counselors and administrators in public and private K-12 schools, those seeking to enter the teaching profession from other work environments.  The vision of Brandman University is to be the recognized leader in the evolution of adult learning. The University's mission is to provide students with a dynamic education based on excellence and flexibility that creates lasting value and relevance for evolving careers. |
| California Baptist University | We prepare Biennial Program Reports and Program Assessments in compliance with the CA Commission on Teacher Credentialing standards. We also assess student responses upon program completion and one year later. We survey employers of our graduates. We update coursework continuously in compliance with new CTC standards. We meet university assessment expectations in compliance with regional accreditation. |
| California Lutheran University | The Graduate School of Education at California Lutheran University offers programs to prepare 'Reflective Principled Educators' in the context of the University's mission to 'educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.' Future teachers are prepared in the public schools of Ventura and Los Angeles Counties. The Professional Development School (PDS) has become the primary model of preparation during the methods semester for our general education candidates. The PDS, based on the medical school model, provides increased opportunities to connect theory to practice while simultaneously providing ongoing professional development to teacher candidates, veteran K-12 teachers, and university professors. Highly qualified (NCLB-compliant) teachers employed without full credentials in area private schools and portions of the Los Angeles Unified School District are served through evening and summer cla |
| California State Polytechnic University, Pomona | Cal Poly Pomona will seek national accreditation during the next cycle in 2013-14. As such we have honed our assessment system, used technology to more closely manage the administration, calibration of scorers, and data analysis of the California Teaching Performance Assessment (Cal-TPA). The Biennial Report required by the CTC coupled with the revised Program Assessment for each credential keeps the department continuous collecting and analyzing data for the purpose of program improvement. |
| California State University, Channel Islands | CSUCI Mission Statement<br>Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines though integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. California State University Channel Islands, the newest CSU campus prepares educators for careers in teaching elementary, secondary and special education students.  All areas of study within the Education program at California State University Channel Islands are united in a single goal: to prepare future equators and educations learners to be facilitators of learning.  Our shared purpose is to ensure that all of our graduates are well prepared to succeed by helping them to establish strong foundational knowledge, skills, and dispositional beliefs.  To achieve this goal, educations faulty share the privileges and responsibiliti |

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| California State University, Dominguez Hills | The credential programs at CSU Dominguez Hills offer a coursework and fieldwork sequence that is designed to effectively prepare candidates to teach all students, with an emphasis on urban school settings.  The Multiple and Single Subject programs are organized into Phases (university semesters) that include courses and field experiences.  Students may not move on to the next phase until all coursework and assessment requirements are met for each phase.  Interns (Alternative Program) work full-time in a classroom as teacher of record while taking courses toward their credentials.  They are visited regularly by a Support Provider, and are given further mentoring by an onsite Master Teacher.  Candidates have extensive opportunities to study and apply the state-adopted content standards, and to practice in each area of the Teaching Performance Expectations. Throughout each credential program, candidates are engaged in performance assessment tasks and assignments. Multiple and Single Subject candidates complete |
| California State University, East Bay | The College of Education and Allied Studies began the discussions around Unit and program-level assessment in the spring of 2009. In 2009-10, a task force was established to participate in the creation of a Unit Assessment Plan to explain how the CSU East Bay Professional Education Unit gathers, analyzes, and shares data to evaluate operations at the Unit level. This Plan establishes a system for the aggregation of data across programs to evaluate and improve Unit operations and to evaluate the Unit Conceptual Framework. Each program in the Unit has a program-level assessment system using multiple assessments at multiple points before, during, and after candidates complete the program. Program-level assessment systems gather and analyze data to determine if the program meets relevant California Commission on Teacher Credentialing (CTC) and National Council for the Accreditation of Teacher Education (NCATE) standards. This Unit Assessment Plan is built upon program-level assessment systems that are functio |
| California State University, Fresno | The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This NCATE-accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives. The Kremen School of Education and Human Development (KSOEHD) prepares highly competent educators and human development specialists, while providing professional support and leadership to the community, promoting applied research, and providing experiences and opportunities that will enable employed professionals to remain current in their fields. Students attend classes, study, and work in a state-of-the-art Education Building, which is a five-story facility that includes clin |
| California State University, Los Angeles | The credential programs in the Charter College of Education (CCOE) at California State University, Los Angeles are closely aligned with the CCOE Conceptual Framework (http://www.calstatela.edu/academic/ccoe/docs/conceptual_framework.pdf).  The mission highlights a strong commitment to ensuring that all student learn and a focus on collaboration to improve outcomes for students, especially those in urban settings.  This important mission is reflected in course syllabi, the professional practice of faculty, and high expectations for all credential candidates. |
| California State University, Northridge | Core to the College mission is the belief that all students have the capacity for success and that it is our role to prepare educators who can support all types of learners. In this spirit, we have developed multiple pathways to meet the diverse needs of college of education students seeking to become teachers. The college has extensive partnerships with community schools and agencies to provide meaningful student teaching experiences supervised by faculty in the departments of Elementary Education, Secondary Education, and Special Education. The College prepares educators to serve the complex educational needs of the region and it enjoys the distinction of being one of the top preparers of teachers in California. Our graduates are well-educated, lifelong learners who are prepared to practice in an ever-changing, multicultural, diverse society. The faculty is committed to excellence in teaching, scholarship and service. The University meets high standards established by its accrediting agencies: California Co |
| California State University, San Bernardino | California State University San Bernardino, part of the California State University System, is a comprehensive public institution located 70 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution and strives to have its university community represent the demographics of its region which encompasses 27,000 square miles. Nearly 15,000 CSUSB students are enrolled in bachelor's and master's degree programs in the Colleges of Arts and Letters, Business and Public administration, Social and Behavioral Sciences, Education, and Natural Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a new education doctoral program in educational leadership which began September 2007. State-accredited by California's Commission on Teacher Credentialing and nationally accredited by the National Council for Accreditation of Teacher Education (CTC and NCATE continuing accreditation in 2009), the College of Education is dedicated to the development and support of wis |

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| CalState TEACH | The CalStateTEACH Program<br>CalStateTEACH is a high quality, site-based online teacher preparation program designed for those who either wish to become a teacher and prefer a non-traditional teacher education program (Student Teaching Option) or for those who are already teaching without a credential (Alternative Option). Most CalStateTEACH teacher candidates have hectic schedules at work and at home and would find it difficult to fit traditional classes into their schedules. Many participants live in rural areas where it would be difficult to travel to a traditional university class or in urban areas where traffic and parking add too much time to their commute to a university campus. Some candidates prefer an online supported academic delivery system. Candidates can be found in just about every county of California.<br>The CalStateTEACH curriculum is based on the California Teaching Performance Expectations (TPEs), California Standards for the Teaching Profession, the California Academic Content Standards |
| Chapman University | Chapman University in Orange County, California, founded in 1861, is a private university with seven schools and five colleges and enrolls more than 6,000 undergraduate, graduate and law students, about 4500 at the undergraduate level and more than half of whom are women. The university offers 46 undergraduate and 17 graduate areas of study. The students are served by over 600 faculty members and slightly more than half are full-time, yielding a student/faculty ratio of 14:1 with an average class size of 23. The university seeks overall to provide personalized education with a goal of preparing inquiring, ethical and productive global citizens.<br><br>The College of Educational Studies (CES) prepares professionals to work as educators in K-12 schools, community settings and other service organizations. Students select one or more of the CES's 11 program options within the common framework of its vision, mission, values and principles. The CES, which has a staff of 48 (35 faculty), enrolls nearly 700 students eac |
| Claremont Graduate University | The CGU TEIP has historically been an internship only program. Research done over the past 20 years has shown that over 90% of our graduates remain in the profession after 5 years. This retention rate is much higher than the state average. |
| Dominican University of California | Dominican University of California has been providing quality programs for education professionals since 1924. The School of Education and Counseling Psychology develops educators committed to equity and excellence. Graduates are reflective professionals who demonstrate ethical purpose, apply best practices, and use intercultural knowledge to serve the needs of a diverse and global society.<br>Teacher candidates benefit from small class size, personalized attention, and a supportive learning community. Candidates receive outstanding mentoring from faculty and site supervisors who are experienced classroom teachers.<br>The School of Education and Counseling Psychology has a long history of collaboration in the surrounding Bay Area counties. Local schools in the service area are comprised of children from diverse backgrounds in inner city, suburban, and rural settings. The professional preparation program reflects the commitment to multidisciplinary and multicultural education. The professional preparation |
| Fresno Pacific University | Fresno Pacific University's teacher preparation programs have developed an ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness. The assessment system includes quantitative analyses of teaching performance data, utilizing the California Teacher Performance Assessment and a standards-based student teaching assessment system. In addition, the program has piloted the use of the Teacher Sense of Efficacy Scale (Tschannen-Moran & Hoy, 1998). Students complete the efficacy self-assessment at three stages of the program: entrance, mid-point, and exit. In addition, the program solicits employer feedback through an Advisory System that provides the program leaders with meaningful qualitative and quantitative data. This system has resulted in data-based program improvements that the university feels are aligned with the learning goals of local educational agencies. |
| High Tech High Communities | The HTH District Intern program is a fully accredited teacher preparation program. Our program meets the same preconditions, common standards, and program standards that all IHE preparation programs in CA meet. HTH is held to the same accreditation and reporting requirements. Interns who complete the program are issued a CA preliminary credential. HTH has been approved to offer the multiple subject credential, Single Subject credentials in ELA, Mathematics (foundational and specialized), all Sciences (foundational and specialized), History/Social Science, Art, Spanish, Mandarin and PE. HTH received final approval to offer an Education Specialist District Intern credential. HTH Interns must meet prerequisites prior to entering the program. These include: CBEST, CSET, undergraduate transcripts from an accredited college, livescan, CPR, and US Constitution. The program is two years in length. To graduate from the program and receive a preliminary CA credential, Interns must pass 40 units of coursework ( |

Contextual Information - Alternative Route

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| Humboldt State University | Faculty and staff in the School of Education at Humboldt State University are committed to high quality education of teachers and to keeping children and adolescents at the heart of our teaching.  We believe our society needs teachers who:  are creative and independent thinkers, take on leadership roles in our profession, demonstrate academic excellence, and commit themselves to high ethical standards.  We perceive students not as passive recipients, but rather as active, life-long learners.  We believe that literacy is the responsibility of every teacher and essential for life-long learning.  Our goal for all of our candidates is that they will graduate from our program and become exceptional teachers and strong advocates for children, adolescents, and for public education.  We believe in offering a challenging academic program that focuses on best educational practices and the creation of a community of caring in our program and in our public school classrooms.  We respond to our candidates' work personally |
| Loyola Marymount University | In accordance with the Mission of Loyola Marymount University, the faculty, staff and students of the School of Education strive to work collaboratively in a student-centered environment to be professionals who are empowered to: value and respect all individuals, promote cultural responsiveness and social justice, integrate theory and practice, develop moral, intellectual and responsible leaders, collaborate and share leadership across communities, and integrate technology in teaching and learning. Candidates, both undergraduate and graduate students, in the teacher preparation program are representative of the diversity in the Los Angeles area.  These candidates teach in both public and private schools in neighborhoods that serve culturally, linguistically, and economically diverse students.  Our undergraduate candidates pursue a teaching credential and Bachelor's degree at the same time.  In 2010, the School of Education received continuing full accreditation by the National Council for the Accreditation |
| National University | All credential programs use a variety of instructional formats, including online, onsite, and hybrid.  All programs use the one-month format (except Student Teaching Seminar and Intern Seminar).  National University's faculty designed their teacher credential programs to prepare teachers for classrooms commonly found in California's P12 schools.  Throughout coursework, field experiences, and clinical practices in public schools, the program provides candidates with multiple opportunities and measures to demonstrate their Teacher Performance Expectations (TPE) competencies.  As a result, in a spiral curriculum, the programs offer candidates' a variety of ever-complex experiences to learn, practice, and apply their teaching knowledge, skills, and abilities to effectively gather and use student learning data to plan and implement effective student learning activities as well as assess their teaching effectiveness. |
| Orange County Office of Education | Our program is an alternative credential program. Teachers are in classroom at the same time they are earning their credential. Practicum takes place during the two year course. Some terminology in this report may not translate to the alternative program vocabulary. The OCDE District Intern Program has plans for a 2010-2011 survey for self-evaluation purposes.  This evaluation is proposed for the end of the 2010-2011 school year. In 2010-2011 we added this information the Biennial Report required by the CTC. We received our CTC accreditation for the Level II Education Specialist Mild/Moderate Disabilities program in 2009.  In 2010 we implemented the new CTC standards for special education, including the autism certification, which are embedded in the Level II Mild/Moderate Credential Program for 2010. The program will now become a three year committment including the autism and induction. From a Spring 2010 survey, we have found that districts and interns have a need for Moderate/Severe and Autism Added Auth |
| Pepperdine University | The Graduate School of Education and Psychology (GSEP) University Intern Program (UIP) embodies the mission of Pepperdine University and GSEP. The GSEP UIP mission is to address the shortage of qualified elementary and secondary teachers in underserved local communities by preparing interns for service and leadership. This is achieved by developing interns' multicultural proficiency and professional competency. The UIP also facilitates the entrance of "the change of career" student into the teaching profession. |
| San Francisco State University | The College of Education at SF State is NCATE-accredited. The newly developed assessment is described and results are available at the following link: http://coe.sfsu.edu/ncate Reports filed by the College are also available at the above URL. |

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| Sonoma State University | Sonoma State University's educator preparation programs submit reports annually to the university provost that detail student learning outcomes, candidate performance and the uses the programs make of these data to improve the programs. The Performance Assessment of California Teachers is implemented with all multiple subject (elementary education) and single subject (secondary) candidates as mandated by state law; the special education program is voluntarily developing a parallel performance assessment to the PACT Teaching Event. This assessment is a cornerstone of linking credential candidate performance to student achievement. The educator preparation programs also participate in the annual survey of graduates and their employers/supervisors. These data inform the program faculties regarding the perceived effectiveness of the preparation programs in the context of each graduate's first year of teaching. Data are combined and reported in the Traditional Report. |
| St. Mary's College of California | The data from the 2009-2010 year reflects 14 months of completer and enrollment information (7/1/2009 to 8/31/10). In prior Title II reports the KSOE used a reporting year of July 1 to June 30, which conforms to the institutional reporting year and was allowed under the initial Title II reporting standards. The two extra months were included this year so that the Title II record would continue to reflect the full production of the KSOE. From 2010-2011 on, the Title II reporting year will be 9/1 through 8/31 each year, as current regulations mandate. |
| Touro University | The Touro University Multiple Subject, Single Subject and Education Specialist Level I Mild/Moderate and Moderate/Severe programs for the 2009/2010 academic year were changed from a block model to a semester model with most courses now offered every semester. A course sequence was established that scaffolds courses within the program and provides the candidates with a more sequential, literacy driven curriculum that focus on all types of student learning. Within this program, students complete 120 hours of course work that will enable them to become intern eligible at the end of their first semester if they have met other intern eligibility requirements (CSET/subject matter competency, CBEST, US Constitution, employment within a districtin their subject matter area). |
| University of California, Irvine | Teacher education programs at the University of California, Irvine are organized around the assumption that the single most important variable related to the improvement of schooling for all children is the quality of the teaching force. Our schools and teachers must be prepared to serve the needs of a highly diverse student population through practices that represent the very best theoretical and clinical perspectives.<br>Together, the clinical faculty created a mission statement embedded in the acronym TEACH to embody our commitments to our candidates:<br>• Think critically about the connection between educational theory and practice.<br>• Engage, motivate & inspire all students.<br>• Analyze student learning needs to design and implement creative instruction.<br>• Collaborate to advocate for equality and diversity.<br>• Hone classroom practice.<br>To be highly competent in such a context, teachers must be reflective and proactive practitioners, prepared to make educational decisions based upon the needs of th |
| University of California, Los Angeles | TEACHLA and TEACHCOMPTON regard the racial, cultural, and linguistic diversity of the Los Angeles community as an asset in the construction of a high quality education for all children, especially low-income children of color in urban schools. Emphasis is placed on gaining knowledge and skills for working effectively with English language learners. |
| University of LaVerne | The University of La Verne Teacher Education Program is approved under the California SB2042 requirements. Methodologies are integrated throughout to deliver comprehensive instruction to English learners to work with special populations in the general education classroom. The BCLAD credential is also available. The program fosters prospective teachers' ability to: (1)create an environment that incorporates communication with students, (2)develops an appreciation for differences, (3)understand the basis for a healthy self-concept, and (4)develop self-awareness, all within the context of appropriate pedagogical skills. The Education Department mission statement supports this rationale: "The mission of the Education Department is to provide students with the knowledge, skills, and value orientation to become competent facilitators of human development. Small class size and access to professional staff characterize the education environment. Leadership is provided by motivated faculty who possess appropriate acad |

Contextual Information - Alternative Route

| Institution | Provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. USDOE is especially interested in an y evaluation plans or interim or fial reports that may be available. |
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| University of San Francisco | The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855.  The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education.  Teacher credential programs within the School of Education recruit and prepare candidates for the mild/moderate education specialist as well as preliminary multiple and single subject credential, school counseling, and school administrator credentials. Our programs emphasize preparation to serve children in multicultural and multilingual urban schools.  Consistent with the mission of the University, our programs aim to develop educational leaders who work for justice for all people and who will shape a multicultural world with creativity, generosity, and compassion. |
| University of the Pacific | The teacher education programs for Multiple and Single Subject  were reviewed by our faculty, and changes in courses were made based on review of data from PACT, from alumni surveys, and from employer surveys.  Courses are sequenced to achieve more continuity between courses and to build on field based experiences.  A majority of our students are undergraduates, so we have sequenced courses for the typical junior and senior year.  These sequenced courses are then available for the post-bachelor's degree student pursuing a credential or a credential and Master of Education degree.  Some post-bachelor's degree candidates who have some past experience with youth or with classroom experience may be successful in obtaining an internship, rather than student teaching.  The special education program document was submitted in February 2011 due to new California standards for the Education Specialist programs.  All programs were reviewed by NCATE and the California Commission on Teacher Credentialing in April 2011. |